

FACTORS INFLUENCING THE CAREER
ASPIRATIONS OF FEMALE EDUCATIONAL
ADMINISTRATORS IN NEWFOUNDLAND
AND LABRADOR

CENTRE FOR NEWFOUNDLAND STUDIES

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MYRTIS VIOLET GUY



FACTORS INFLUENCING THE CAREER ASPIRATIONS OF
FEMALE EDUCATIONAL ADMINISTRATORS IN
NEWFOUNDLAND AND LABRADOR

by

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in partial fulfillment of the
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ABSTRACT

The status of female educators in Newfoundland and Labrador was established for the school year 1986-87. Proportions of female educators were categorized by denominational system and subgroup in the educational hierarchy. Administration of the "Female Administrator's Questionnaire" to the entire population of the 300 female administrators in the province provided data to examine their career aspirations and the factors influencing these aspirations. Included in the processing and analysis of data were frequency tabulations, percentages and statistical testing, along with some consideration being given to the written comments provided by the 225 respondents.

Based on the findings of this study, the following conclusions were put forth:

1. While females occupy the greatest proportion of the teaching force in Newfoundland and Labrador, there exists an imbalance in disfavour of women at all administrative levels in the hierarchy. As the level of administrative responsibility increases, the number of females decreases until they become nonexistent at the superintendency level.
2. A large proportion of female administrators in the province aspire to increased administrative

duties at all levels in the hierarchy, including the superintendency.

3. Age, marital status, sex-role ideology, professional credentials, and involvement in certain aspects of The Newfoundland Teachers' Association are significantly related to career aspirations.
4. Family background, family obligations, and encouragement are not significantly related to career aspirations.
5. Lack of professional credentials is perceived by these female administrators as a barrier to their career aspirations, while acquisition of professional credentials is perceived as a facilitator of career aspirations.
6. Satisfaction with their career is the prime reason for wanting to remain in current administrative positions, while the desire for a challenge is the prime reason for wanting greater administrative responsibilities.

Recommendations of the researcher include actions to be taken by various groups to correct the imbalance of the sexes in educational administration at all levels of the hierarchy. Further research might include career satisfaction of female administrators, career paths of superintendents in relation to the implications for

aspiring female administrators, and the attitudes of spouses toward female administrators' career aspirations.

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The cooperation of the female administrators who participated in the study and the assistance of the provincial Department of Education officials who supplied information are gratefully acknowledged.

I wish to dedicate the results of my work to the memory of my late father, Ralph A. Hicks, who always encouraged me to follow my career aspirations according to my individuality, rather than my gender.

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CHAPTER I
INTRODUCTION

Although the teaching profession as a whole is predominantly female, women still hold very few positions of leadership within the educational system. Biklen and Brannigan summarize the extent of the situation thusly:

One of the most interesting and deviant aspects of the careers of educational leaders (compared with other occupations) has been the dominance of women in the pool from which leaders traditionally emerge and the absence of women at the top of the hierarchy.¹

Statistics from both Canada and the United States indicate that the greatest proportion of female educators cluster at the classroom level and the proportions of female administrators decrease as the level of responsibility in the hierarchy increases. One survey revealed that although 67% of all American teachers were female, they accounted for only 14% of all principals.² For the 1981-82 school year, findings indicate that women constituted less than 2% of all American superintendents.³

¹S.K. Biklen and M.B. Brannigan, Women and Educational Leadership (Massachusetts: Lexington Books, 1980), p. 2.

²Ibid., p. 5.

³E.J. Jones and X.P. Montenegro, "Factors Predicting Women's Upward Career Mobility in School Administration," Journal of Educational Equity and Leadership 3 (1983): 233.

Statistics Canada figures show that for the school year 1983-84, 54% of all full-time teachers in the country were female, but they held only 14% of all principalships, a decline from 17% ten (10) years earlier. The proportion of women in vice-principalships has increased from 15% in 1972-73 to 18% in 1983-84.⁴

With respect to the status of women in education in Newfoundland and Labrador, Statistics Canada data reveal that for the school year 1983-84, females comprised 52% of the total teaching population, 69% of the elementary teachers and 27% of the secondary teachers. Females accounted for 22% of the total number of principals, 26% of the elementary principals, and 12% of the secondary principals.⁵ Between 1972 and 1980, the only area in which the percentage of women hired in administrative positions was greater than that of their male colleagues was in the support positions of supervisor/program coordinator.⁶ More recent figures quoted by Lewis attest to the growing gender gap in education:

In Newfoundland in 1972-73, twenty-six percent of all principals were women. In 1985-86, that

⁴Statistics Canada, Salaries and Qualifications of Teachers in Public Elementary and Secondary Schools, 1983-84 (Ottawa: Supply and Services Canada, 1985), p. 12.

⁵Ibid., p. 22.

⁶A.P. Ponder and M.J. Fagan, "Does a Principal's Gender or Leadership Style Influence Her/His Rating?" The Canadian School Executive 4 (1984): 8.

figure has plummeted to eighteen percent. We have yet to see a woman district superintendent in this province, and at the assistant superintendent level, a meager seven percent of the positions are filled by females.⁷

As evidenced from the cited statistics, women enter the educational system in great numbers as teachers. One would expect the dominance of women on the first rung of the career ladder to be a positive feature for their career advancement in the educational hierarchy. Instead, there has emerged a division of labour in the educational system whereby women instruct and men administer. The largest number of female administrators occupy less powerful support positions, are in the lowest administrative categories, and virtually disappear at higher levels.

The pattern is clear. Though women are the majority of employees in education they are the minority of administrators at all levels of education, and their numbers decrease with each step up the hierarchical ladder to near non-representation at the top.⁸

Explanations for women's underrepresentation in educational administration focus on two major themes: the nature of women's career aspirations and sexual discrimination in hiring. Stockard and Kempner state:

⁷B. Lewis, "Women in Education--the Growing Gender Gap," NTA Bulletin 29 (1986): 7.

⁸S.E. Estler, "Women as Leaders in Public Education," SIGNS: Journal of Women in Culture and Society 1 (1975): 364.

It is suggested that women fail to aspire to administration and especially the most prestigious jobs. It is also suggested that those who hold the power to hire women do not believe women should be administrators and are reluctant to hire them, . . .⁹

The former explanation implies an internal barrier to upward mobility, while the latter implies an external barrier operating in society. For other writers, responsibility for the lack of female administrators rests with female educators themselves in their passive acceptance of the situation. Schmuck contends:

For whatever reasons, women have not aspired to be administrators and have not actively sought management positions. Women are part of the reason there isn't a greater equalization of the sexes in educational management.¹⁰

Gosse concluded in her study of female educators in Newfoundland:

In the teaching profession, women appear to be following role patterns which have been dictated to them by the traditional social order. . . . Women do not perceive themselves as administrators and are, therefore, not sufficiently competitive.¹¹

⁹J. Stockard and K. Kempner, "Women's Representation in School Administration: Recent Trends," Educational Administration Quarterly 17 (1981): 82.

¹⁰P.A. Schmuck, "The Spirit of Title IX," OSSC Bulletin 20 (1976): 12.

¹¹S.M. Gosse, "The Status of Women in Educational Administration: A Comparative Analysis by Sex and by Rank" (Unpublished M.Ed. Thesis, Memorial University of Newfoundland, 1975), p. 140.

Howe emphatically writes: "The crucial issue in women's education, therefore, is aspiration."¹²

For those females in Newfoundland and Labrador who already hold administrative positions in the educational system, what are their career aspirations? Do they aspire to positions involving greater administrative responsibilities? Do they aspire to support or line positions or are they content to remain where they are? Are they interested in, preparing themselves for, and actively seeking upward mobility? What factors operating in their personal and professional lives influence their career aspirations? This study focussed on the career aspirations of these women and examined factors influencing these aspirations.

STATEMENT OF THE PROBLEM

The major purpose of this study was to ascertain the present status of women in education, examine the career aspirations of female administrators in the province of Newfoundland and Labrador, and determine factors influencing these aspirations. More specifically, this study attempted to answer the following questions:

1. What is the present status of women in education in Newfoundland and Labrador as evidenced from an analysis

¹²F. Howe, "Sexism and the Aspirations of Women," Phi Delta Kappan 60 (1973): 100.

of the proportions of female teachers, female school administrators, and female district office personnel?

2. What are the career aspirations of female administrators in Newfoundland and Labrador as evidenced from an analysis of their desire to:

- (a) remain in administrative positions presently held for the duration of their careers?
- (b) attain administrative positions involving greater responsibilities?

3. To what extent are the career aspirations of female administrators in Newfoundland and Labrador influenced by demographic characteristics, family background, sex-role ideology, family obligations, professional credentials, professional involvement, and encouragement from others?

4. What factors are perceived by female administrators in Newfoundland and Labrador as barriers to and facilitators of their career aspirations?

5. What reasons are given by female administrators in Newfoundland and Labrador for their career aspirations?

THEORETICAL FRAMEWORK

In an attempt to provide a conceptual framework for the career aspirations of female administrators, it is necessary to examine the various aspects of women's career development and interrelated factors affecting it. Most

studies have focussed on the nature of men's career aspirations with the assumption that their career goals and development provide the norm by which women's careers are measured. Career development theory has been defined in terms of conceptual systems which identify, describe and interrelate factors affecting human involvement with work.¹³ What all the approaches seem to share is the assumption that there is something systematic about the development of people's careers.

Careers as opposed to "jobs" signify "consistent attachment to an occupation usually resulting in increasing responsibilities and rewards"¹⁴ and career development has been defined as "the process of preparing for, entering, adapting to, and moving from one position to another during the course of the work life."¹⁵ Both definitions imply that merely holding a position in an organization does not constitute a career and that to have a career, the jobs one holds over a period of time must follow a logical and orderly sequence. According to these definitions, there is a sex dimension to careers in

¹³D.J. Srebalus, R.P. Marinelli and J.K. Messing, Career Development (California: Brooks/Cole Publishing Company, 1982), p. 15.

¹⁴A.M. Yohalem, The Careers of Professional Women: Commitment and Conflict (New York: Allanheld Osmun and Company Publishers, Inc., 1979), p. 58.

¹⁵The International Encyclopedia of Education, 1st ed., s.v. "career development".

education whereby women hold the majority of "jobs" as classroom teachers and it is primarily men who have "careers" as they move logically and orderly from classroom teaching through various levels as administrators.

These definitions are limiting in that they exclude much of the female population because they do not account for all aspects of a person's experience. Byrne suggests that when one considers the career development of women, one should not generalize about women and men. Rather, one should examine functional status differences among women. "The differences between married and single women, women with and without dependents is more influential than between men and women."¹⁶

Mishler describes Senesh and Osipow's¹⁷ paradigm for the development of a career which provides a base for a woman's career development. They state that career decisions are influenced by two sets of factors: individual and social. Individual factors include personal attributes, abilities, interests and knowledge of opportunity. Social factors include those political, economic and social aspects of a person's life.

¹⁶E.M. Byrne, Women and Education (London: Tavistock Publishers Ltd., 1978), p. 234.

¹⁷S.A. Mishler, "Barriers to the Career Development of Women," in S.H. Osipow, Emerging Woman: Career Analysis and Outlook (Ohio: Charles E. Merrill Co., 1976), pp. 117-18.

Mishler,¹⁸ inspired by their paradigm; developed a chart depicting aspects of women's career development. As illustrated in Figure 1, she shows how women's careers are influenced by these two sets of factors. The social variables are categorized as those which delimit or restrict the range of expression of the individual factors in career decision-making. These social factors create potential roadblocks to women's aspirations, career commitment and thus, career development. It is believed that most of the negatively influencing factors seem to have a societal antecedent which create internal barriers to women's abilities, interests and attitudes toward themselves. Sex-role stereotypes and occupational stereotypes are manifested in role conflict, role overload, fear of success and discrimination.

Fogarty et al. point out:

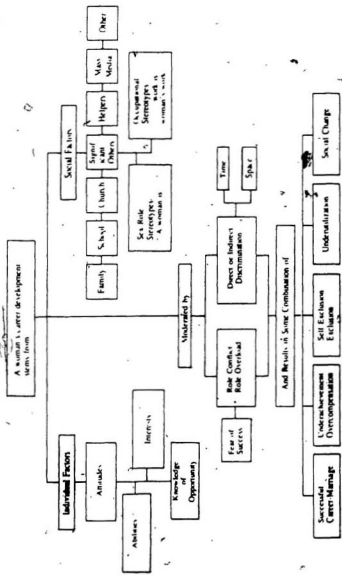
The job sequences in a career tend to form a meaningful whole and there is a sense of high involvement and motivation (commitment) and progression towards valued goals or achievement.¹⁹

These two factors, commitment and goal setting, would be considered by Mishler as individual factors mediated by social factors. The underrepresentation of females in educational administration has been attributed by some

¹⁸Ibid., p. 5.

¹⁹M.P. Fogarty et al., Sex, Career and Family (London: George Allen and Unwin Ltd., 1971), p. 189.

FIGURE 1
PSYCHOLOGICAL ASPECTS OF WOMEN'S CAREER DEVELOPMENT¹



¹This table, prepared by Susan A. Muthler, was inspired by Schech and Osipow's table "Impediments of Career Education in Society (1973)".

S.H. Osipow, ed., Emerging Woman: Career Analysis and Outlooks (Ohio: Charles E. Merrill Pub. Co., 1975), p. 5.

theorists to the lack of career commitment and goal setting on the part of women themselves. Theorists and researchers, in attempting to explain the perpetuation of this underrepresentation, have espoused as one of the intertwined processes diverting women from leadership positions in education, the nature of female career aspirations and their view of careers in general. Laws defines aspirations as "involving goal setting, effortful striving."²⁰ It has been contended that the salience of a person's aspirations is dependent upon the kind of achievements that an individual feels are important. These internal values and motivation then govern the direction in which the person will expend effort to reach his/her desired goals. Hennig and Jardim²¹ report that women see career development differently from men. Women view it in terms of self-improvement and fulfillment, while men visualize a career as a series of jobs or organizational advancements. Ashburn cites data supporting the general findings that women have wider interests than men, and tend to be less motivated to reach the uppermost levels of power and money. Their aspirations tend to be "horizontal" instead of

²⁰J.L. Laws, "Work Aspiration of Women: False Leads and New Starts," SIGNS: Journal of Women in Culture and Society 3 (1976): 33.

²¹M. Hennig and A. Jardim, The Managerial Woman (New York: Pocket Books, 1977), p. 33.

"vertical".²² Paddock, in her study on male and female career paths in school administration, presents findings which indicate that women who are already administrators do not aspire to attain what is customarily thought of as the dominant rewards of a career, such as greater status and greater administrative responsibility. Instead, the women administrators in her study considered job characteristics more important than position title. The concept of a career as a timely, orderly, vertical progression of positions was met with antipathy from some women. "Women's definitions of the key to success were good working relationships and 'doing a job which is interesting and challenging.'"²³

These sex differences in career aspirations have been suggested as a constant internal barrier that affects the achievement of women in educational administration.²⁴ In attempting to explain why women's aspirations are different from men's, theorists and researchers again point to the influence of the socialization process which

²²E.A. Ashburn, Motivation, Personality and Work-Related Characteristics of Women in Male-Dominated Professions (Washington: NAWDAC, 1977), p. 19.

²³S.C. Paddock, "Male and Female Career Paths in School Administration," in P.A. Schmuck, W.W. Charters, Jr. and R.O. Carlson, eds., Educational Policy and Management (New York: Academic Press, 1981), p. 196.

²⁴A.M. Picker, "Female Educational Administrators: Coping in a Basically Male Environment," Educational Horizons 58 (1980): 147.

can produce a psychological barrier preventing females from desiring and/or actively pursuing non-traditional roles.

Angrist and Almquist write that this socialization process from childhood on works to limit women's career aspirations in that it shapes a female's personality, attitudes, beliefs and preferences.²⁵ Very early in life, children learn appropriate sex-role behaviors in the social structure and acquire "gender identity"--what it means to be male or female in terms of appropriate role performance. One element of that "status-setting" is the sex-typing of occupations such that certain occupations are deemed as suitable for either males or females, not both. Epstein²⁶ contends that the sex-typing of certain occupations has consequences for entry to them and performance within them by persons who are of the "wrong sex". Occupations defined as "male" provide an uncomfortable social context for women. The female professions, such as primary and elementary teaching, have developed as extensions of the traditional female role functions requiring nurturing, socializing and helping. Females who show qualities of dominance and striving

²⁵S.S. Angrist and E.M. Almquist, Careers and Contingencies (New York: Dunellen, 1975); p. 27.

²⁶C.F. Epstein, "Encountering the Male Establishment: Sex-Status Limits on Women's Careers in the Professions," in A. Theodore, ed., The Professional Woman (Massachusetts: Schenkman Pub. Co., Inc., 1971), p. 53.

engage in sex-inappropriate behavior and those who seek entry to male-dominated professions are subject to role ambiguity and role conflict. Adkison succinctly summarizes the effects of the socialization process on females' career aspirations:

Women's absence from leadership positions often is attributed to the effects of sex-role stereotyping and socialization. Sex-role socialization creates internal barriers for individuals who accept cultural prescriptions for appropriate behavior. As a result, they do not even aspire to male-dominated professions.²⁷

Estler²⁸ proposed three explanatory models for the explanation of females' limited aspirations. The "woman's place" model supports the assumption of different socialization of males and females that results in their selection of roles and occupations defined as appropriate for one sex or the other. Since leadership roles have traditionally been assigned to men, cultural sex-stereotypes placed limitations on females' career aspirations.

The "discrimination" model assumes that institutional patterns systematically exclude women from administrative positions. As a result, women adjust their aspirations to that which is possible--teaching. Consequently, Estler

²⁷J.A. Adkison, "Strategies to Promote Women's Careers in School Administration," Administrator's Notebook 29 (1980-81): 1.

²⁸Estler, op. cit., pp. 368-369.

proposes, women narrow their aspirations as a result of limited opportunity.

The "meritocracy" model implies that men are selected for administrative positions because they are more competent. Frasher and Frasher²⁹ point out that research lends credibility to the first two models, but does not support the third. According to them, studies summarized by Fishel and Pottker³⁰ indicate that fewer women than men express administrative career aspirations and prepare themselves by pursuing graduate studies in educational administration.

Horner³¹ claimed socialization has produced a psychological barrier that is internalized early in a woman's life, preventing her from aspiring to and actively seeking success. Her research dealt with women's motivation to avoid success which she describes as a disposition to anxiety over success brought on by the expectation of negative consequences such as social rejection and/or loss of femininity. Horner claims this

²⁹J.M. Frasher and R.S. Frasher, "Educational Administration: A Feminine Profession," Educational Administration Quarterly 15 (1979): 4.

³⁰Ibid., p. 4.

³¹M.S. Horner, "Toward an Understanding of Achievement-Related Conflicts in Women," Journal of Social Issues 28 (1972): 157-59.

motive is acquired early in life as a female learns sex-role standards and sex-role occupations. She states:

The expectancy that success in achievement-related situations will be followed by negative consequences arouses fear of success in otherwise achievement-motivated women which then inhibits their performance and levels of aspirations.³²

Her argument concerning the adjustment of career aspirations to those acceptable by society as "female-oriented" is in agreement with Estler's model of "woman's place". In her research, Horner made a careful analysis of the tendency of women to avoid success in non-traditional roles by setting their career aspirations modestly low.

Chony, citing Ashburn, attributes the nature of females' career aspirations to their "affiliation motive" which causes them to succumb to external societal demands and seek esteem by supporting others. Women lack an "achievement motive" which would allow them to set their own internal goals and attain them³³.

³²Ibid., p. 157.

³³C. Chony, "Women in Educational Administration: Alices in a Male Wonderland," Comment on Education 12 (1982): 15.

Asper's³⁴ study of female teachers in Manitoba indicated that these women had a poor self-concept and did not aspire to administrative positions. Those who did aspire to administrative positions saw themselves in supportive staff positions rather than powerful line positions.

The extent to which demographic characteristics, family background, sex-role ideology, family obligations, professional credentials, professional involvement and encouragement influence career aspirations were examined in this study through analysis of the conceptual model illustrated in Figure 2.

The outlined model contends that each of the seven factors is composed of observable independent variables which influence the dependent variable, career aspirations. In the model, the demographic characteristics factor is represented by age (X_1 AGE), marital status (X_2 MARITAL), and number of dependent children (X_3 CHILDREN). The family background factor is represented by parental education (X_4 PARED), socioeconomic status (X_5 SES), birth order (X_6 BIROR), hometown setting (X_7 HOMETOWN), and parents' occupation (X_8 PAROCC). The sex-role ideology factor is represented by a list of statements to be rated along a continuum labelled

³⁴L.B. Asper, "Factors Affecting the Entry of Women Teachers into Administrative Positions of the Manitoba Public School System" (Unpublished Master's Thesis, University of Manitoba, 1974), p. 149.

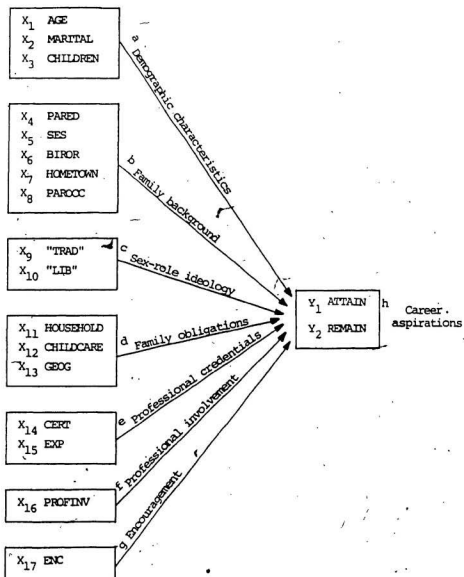


FIGURE 2. Conceptual Model of Factors Influencing Career Aspirations of Female Administrators.

"traditional" (X_9 "TRAD") to "liberated" (X_{10} "LIB"). The family obligations factor is represented by household chores (X_{11} HOUSEHOLD), child-care duties (X_{12} CHILDCARE) and geographic immobility (X_{13} GEOG). The professional credentials factor is represented by level of education (X_{14} CERT) and teaching/administrative experience (X_{15} EXP). The professional/community involvement factor is represented by participation in professional organizations, special interests groups, school board committees and community groups (X_{16} PROFINV). The encouragement factor is represented by support and encouragement from family, friends, colleagues and superiors (X_{17} ENC). The dependent variables are desire to attain an administrative position involving greater responsibilities (Y_1 ATTAIN) and desire to remain in administrative position presently held (Y_2 REMAIN).

SIGNIFICANCE OF THE STUDY

It is intended that the data gathered in this study will contribute to the growing attention being given to the career aspirations of female administrators and the factors influencing those aspirations. Hopefully, it will ensure that capable aspiring female administrators will receive encouragement to apply for positions they desire.

This inquiry should be of value to female teachers who aspire to administrative positions. By identifying

influential factors, these women may be better able to plan their careers in a manner most conducive to career mobility.

Up-to-date figures of the status of women in educational administration in this province are being provided. By comparing these figures to those gleaned from previous studies, one can ascertain in which direction that representation is moving.

LIMITATIONS

The results, conclusions, and recommendations of this study should be considered in light of the following limitations:

1. Data pertinent to career aspirations were obtained directly from the subjects and are valid to the extent that respondents were able and willing to provide accurate information.
2. This study was dependent on the return of mailed questionnaires.
3. Some respondents might have encountered difficulties in interpreting and responding to some or any of the items on the questionnaire.
4. Any biases held by the researcher.

DEFINITIONS

Administrative position: A position involving the performance of major duties in organizing, managing or supervising duties which calls for the execution of certain responsibilities in the direction, control or management of an educational institution.³⁵

Administrator: A person responsible for the administration of an educational establishment or system or an administrative unit of that system.³⁶ In this study the term refers to school department chairpersons, vice-principals, principals, district supervisors or curriculum consultants, district associate and assistant superintendents and district superintendents.

Career aspirations: The desires which individuals have to attain some future goal in a career.³⁷ In this study, the term refers to the desire a female administrator has to attain an administrative position involving greater administrative responsibilities--the desire for upward mobility in the educational hierarchy.

³⁵C.V. Good, Dictionary of Education (New York: McGraw-Hill Book Co., 1973), p. 15.

³⁶Ibid.

³⁷A. Glaze, "Factors Which Influence Career Choice and Future Orientations of Females: Implications for Career Education" (Doctoral dissertation, University of Toronto, 1979), p. 50.

Curriculum and instruction coordinator/supervisor: A person responsible for the coordination and administration of district-wide curriculum.

Department chairperson: A person in a school responsible for working with other teachers in planning, coordinating and administering a particular subject area.

Principal: A person who is the chief administrator and professional leader of a school.³⁸

School system: In this study, a school system is one of the four legally recognized denominations for educational purposes.

Staff and line positions: Staff positions refer to those positions in the educational hierarchy that are supportive in nature and possess little real power.³⁹ In this study, they refer to department chairpersons, vice-principals and coordinators/supervisors. Line positions refer to those having actual power in the hierarchy.⁴⁰ In this study they refer to principals, assistant superintendents and superintendents.

³⁸Good, op. cit., p. 437.

³⁹R.M. Kanter, Men and Women of the Corporation (New York: Basic Books, 1977), pp. 186-87.

⁴⁰Ibid.

Superintendent: A person who is the chief administrator of a school district.⁴¹

⁴¹Good, op. cit., p. 571.

CHAPTER II

REVIEW OF RELATED LITERATURE

INTRODUCTION

This chapter focusses on three areas in the literature relative to the study of career aspirations of female educational administrators. The first section reviews literature concerned with women's role in the education system, emphasizing how it relates to their career aspirations. The second section reviews empirical research that has examined the extent of the career aspirations of female educators in comparison to their male counterparts. The third section examines literature pertaining to the socio-demographic factors examined in this study.

WOMEN'S ROLE IN EDUCATION

Within the work force, education is one field in which women have always played a prominent role. In Canada, as elsewhere, historically females have comprised and still comprise the majority of elementary teachers. That distribution of females in the education system has often been viewed as a reflection of women's responses to the different roles which society assigns to women and men. The consolidation of schools which created a school system with separate grades gave rise to the predominance

of female teachers working with younger children. Traditionally, women were not encouraged to work outside their homes; however, teaching young children was seen as an extension of a woman's natural capacity to nurture and care for the young. It became common consensus that the maternal instincts of a female complemented the role of primary/elementary teacher, so that she was most often charged with the handling and teaching of the young. The justification for the hierarchical pattern was that teaching young children was easier, lacked tough discipline problems, required less training and suited the lifestyle of female teachers with their own families.⁴² Teaching was viewed not as a lifetime career, but as an antecedent to marriage. That scenario of the role of women in education, created by history, has prevailed virtually unchanged into present times.

Fox and Hesse-Biber, in defining socialization as "a process of learning the expectations appropriate for the various social positions we occupy and the groups to which we belong,"⁴³ contend that successful socialization means internalizing those learned attitudes and expectations and responding to them through overt behavior. The manner in

⁴²A. Rich, "Cartographies of Silence," in R. Farrell, et al. Women in Education: A Different Proposition (Ontario: OSSTF, 1981), p. 4.

⁴³M.F. Fox and S. Hesse-Biber, Women at Work (Boston: Mayfield Publishing Company, 1984), p. 41.

which a female educator responds to societal expectations and prescriptions for behavior has implications for her career aspirations. Estler claims:

In our culture with its clearly defined sex roles, bright women are caught in a double bind between the desire for social acceptance and intellectual achievement. This double bind results in patterns of education and career choice for most women that are limited and acceptable to society's expectations of appropriate roles for women. The result is limited aspirations....⁴⁴

How a woman responds to the traditional sex roles and sex-typed occupations that have been developed and defined by society determines the thrust of her career aspirations in the education system, since prescribed roles require certain patterns of acceptable behavior. Female educators who extend the traditional role of caring for young children from the home into their professional role have been socialized to experience satisfaction from functioning in a supportive capacity. Leadership positions in the field of education have been traditionally viewed by society as being incompatible with the female role as nurturer and as being more suitable for males.⁴⁵

Female educators who reject the traditional-prescribed role of caring for younger children and who

⁴⁴Estler, op. cit., p. 366.

⁴⁵M.B. Weber et al., "Why Women Are Underrepresented in Educational Administration," Educational Leadership 38 (1981): 320.

aspire to the non-traditional role of leadership may indeed have to resolve role conflicts before attaining their career goals. Ashburn suggests that females who aspire to the non-traditional role of administrator have rejected the traditional sex-role prescriptions and sex-typed occupation of teaching. She writes:

The psychological-emotional conflicts which result from the clash between the stereotyped female personality and the personality type and behavior norms thought to be required from one with serious commitment to a profession dominated by males would seem to be great enough to have kept all but the most extraordinary women from a male-dominated arena.⁴⁶

Thus, the behavior exhibited by female educators in their role as teachers of young children reflects their response and the response of the education system to societal expectations. Their acceptance or rejection of societal or institutional expectations is then translated into their career aspirations.

Russell and Fitzgibbons,⁴⁷ in writing about career choices of females, contend that role definitions created in society are limiting in that they require certain patterns of behavior and restrict an individual from developing to his/her full potential. These roles act as barriers for both sexes when one feels obligated to follow

⁴⁶Ashburn, op. cit., p. 6.

⁴⁷A. Russell and P. Fitzgibbons, Career and Conflict: A Woman's Guide to Making Life Choices (New Jersey: Prentice-Hall, Inc., 1982), p. 5.

them in order to win approval from others and rewards from society. For female educators, the tendency was and still is to choose careers that would be convenient to marriage and motherhood. Careers in teaching allow females to combine their female role with their career aspirations. The role as teacher of young children is compatible with feminine identification as defined by society.

Ortiz⁴⁸ claims that when women enter the education system in the role of teacher, the general expectation is that they will remain there. She attributes that expectation to three features: the prominence of women at the elementary level, the perception that women are appropriate for teaching children, and the restraints imposed on those women who express desires for administrative positions.

Weber et al.⁴⁹ summarize the role of females in education as the result of traditional patterns in society, compounded with existing myths and attitudes. These appear to have created an atmosphere in which few female educators aspire to administrative positions.

⁴⁸F.I. Ortiz, Career Patterns in Education (Massachusetts: J.F. Bergen Publishers, Inc., 1982), p. 58.

⁴⁹M. Weber et al., "A Study of Factors Affecting Career Aspirations of Women Teachers and Educational Administrators." (Unpublished paper presented AERA, Boston, 1980), p. 3.

ASPIRATIONS FOR ADMINISTRATIVE POSITIONS - GENDER DIFFERENCES

One of the intertwined processes espoused in literature as diverting women from leadership roles in education has been the extent of their career aspirations. Much research has been undertaken to examine the differences between the career aspirations of female educators and their male counterparts in an effort to understand gender differences in these occupational goals.

Gross and Trask in a study of male and female elementary principals found that women principals had lower career aspirations for career advancement. Their data revealed that the proportion of men who expressed interest in top level positions was considerably greater than women. As the level of responsibility in the hierarchy increased women were less likely to aspire to those leadership roles. The researchers report:

4 out of 5 of the women, in comparison to 2 out of every 5 men expressed no interest in becoming an assistant superintendent . . . And 9 out of 10 women, in comparison to 6 out of 10 men, stated that they had no desire to obtain a school superintendency.⁵⁰

Silver compared 219 females with 430 males and found: while the females more often were seeking elementary principalships and program director-

⁵⁰N. Gross and A.E. Trask, The Sex Factor and the Management of Schools (New York: John Wiley and Sons, 1976), p. 213.

ships, the males more frequently sought superintendencies and assistant superintendencies.⁵¹

Barter quotes these figures from a study of female and male teachers:

Approximately 46% of the men but only 7.8% of the women teachers were definitely interested in the elementary principalship as a career.⁵²

Picker's study of 100 female and 100 male educational administrators shows different findings:

The female administrators, in contrast to the men who participated in the study, generally aspired beyond the principal as their ultimate goal. . . . women showed greater desire to advance more than one step up the organizational ladder.⁵³

Colombutos, reporting on a study of teachers, found that only 2% of the females aspired to an administrative position, while almost 50% of the men expressed a desire to become school administrators.⁵⁴

Johnston, Yeakey and Moore found that 54.9% of the female administrators as opposed to 71.8% of the male administrators in their study had applied for administrative posts. The hypothesis that proportionately

⁵¹p.F. Silver, "Are Women Underqualified for Leadership?" Phi Delta Kappan 59 (1977): 207.

⁵²A. Barter, "The Status of Women in Educational Administration," The Education Digest 25 (1959): 41.

⁵³Picker, op. cit., p. 147.

⁵⁴J. Colombutos, Sources of Professionalism: A Study of High School Teachers (Washington: U.S. Government Printing Office, 1962), p. 68.

fewer women than men seek administrative posts was found to be significant at the .01 level.⁵⁵

Gosse in her study of Newfoundland educators found that a greater proportion of male teachers (26.8%) than female teachers (9.6%) were actively seeking and had applied for administrative positions. Such results led her to conclude that females in the education field in Newfoundland are not sufficiently competitive.⁵⁶

It appears from the research cited, with the exception of Picker's study, that women come into the profession without a desire or plan for an administrative position. It is little wonder that one of the reasons often touted by superiors and colleagues for the underrepresentation of women in educational administration, especially top echelon positions, is the level and nature of females' career aspirations!

FACTORS INFLUENCING FEMALES' CAREER ASPIRATIONS

Fagan et al. point out that what may appear on the surface as a lack of career aspiration and a lack of interest in career advancement on the part of female

⁵⁵G.S. Johnston, C.C. Yeakey and S.E. Moore, "An Analysis of the Employment of Women in Professional Administrative Positions in Public Education," Planning and Changing 11 (1980): 124.

⁵⁶Gosse, op. cit., p. 138.

educators can actually be traced to external pressures operating in society that discourage women from being successful. They state:

Women's decisions as a result are not always a matter of free choice, but a forced choice made as a result of external factors.⁵⁷

Theodore went so far as to suggest that the choice of teaching for females may be the path of least resistance, rather than a real career commitment, a choice which is socially acceptable.⁵⁸ What these writers are alluding to is that females do not work in a vacuum, but in a society where various factors interact with their worklife. In this study, the factors being examined as influences on the career aspirations of female administrators were categorized as follows: demographic characteristics, family background, sex role ideology, family obligations, professional credentials, professional involvement, and encouragement.

Demographic Characteristics

These characteristics include age, marital status, and number of dependent children. The literature confirms that female administrators acquire their positions at a

⁵⁷L.P. Fagan et al., "Declining Enrollments: Implications for Women Teachers," (Paper prepared at the request of Ministerial Advisory Committee on Women's Issues in Education, St. John's, 1981), p. 9.

⁵⁸Theodore, op. cit., p. 5.

later age than males. Picker⁵⁹ found that overall, female administrators were older than male administrators at the time of their first administrative appointment, but that younger women who enter administration are not waiting as long for their administrative appointments as did their older female colleagues.

Gross and Trask's study of 189 elementary principals reported that the most striking difference in the demographic characteristics of men and women concerned their age and marital status. They reported: "Female principals tend to be older than male and are predominantly single, while almost all the males are married".⁶⁰ Furthermore, research attests to demographics being barriers to career advancement for females.

Paddock states that her subjects indicated the divided role of homemaker and professional was a barrier to their career advancement.⁶¹

Schmuck reported that of the thirty (30) female administrators in her study, four (4) had never been married, and six (6) were currently not married. She concluded: "For women in administration, and in education

⁵⁹Picker, op. cit., p. 146.

⁶⁰N. Gross and A.E. Trask, Men and Women as Elementary School Principals (Boston: Harvard University, 1962), p. 6.

⁶¹S. Paddock, Careers in Educational Administration: Are Women the Exception? (ERIC ED 149 468), p. 5.

generally, marriage has been detrimental rather than instrumental for upward mobility."⁶²

Whalen-Way,⁶³ in studying Newfoundland female teachers, found age, marital status and the number of dependent children to be factors negatively influencing their aspirations for administrative positions.

Family Background

This factor includes parental education, socioeconomic status of parental family, birth order, hometown, and parental occupation.

Parsons⁶⁴ suggested that children first develop social roles through their interaction within the family which defines the expected behavior for individuals in a given status or position. That childhood socialization prepares an individual for adult roles. Parental influences affect the values and attitudes each person brings to his/her adult role. Children learn appropriate roles through modeling parental behavior.

⁶²P.A. Schmuck, Sex Differentiation in Public Schools (ERIC ED 126 593), p. 25.

⁶³A. Whalen-Way, "The Determinants of the Probability of Women Teachers Expressing an Interest in Educational Administration," (Unpublished Master's Thesis, Memorial University of Newfoundland, 1978), p. 16.

⁶⁴T. Parsons, Family, Socialization and Interaction Process (New York: Free Press, 1955), p. 56.

Hennig's⁶⁵ research with 25 highly successful women in nontraditional occupations found such background characteristics as: all being first born or the only child; all were from "upwardly aspiring" middle class families; most had mothers who were housewives with educational backgrounds equal to or superior to the father's; and the women were most influenced as children by their fathers.

Chusmir states that Greenfield found similar results in a study undertaken with employed women. As with Hennig and Jardim, Greenfield found women in nontraditional occupations came from one-child families and had fathers who were well-educated.⁶⁶

Although Hennig and Jardim found successful women to be influenced by their fathers, Tangri's study showed "women in male-dominated jobs to be strongly influenced by highly educated mothers, especially those who worked in male-dominated occupations."⁶⁷

⁶⁵Hennig and Jardim, op. cit., pp. 99-100.

⁶⁶L.H. Chusmir, "Characteristics and Predictive Dimensions of Women Who Make Nontraditional Vocational Choices," The Personnel and Guidance Journal 62 (1983): 46.

⁶⁷S.S. Tangri, "Determinants of Occupational Role Innovation Among College Women," Journal of Social Issues 28 (1972): 177 cited by Chusmir, *Ibid.*, p. 46.

The results of Frasher, Frasher and Hardwick's⁶⁸ study of eighty-two (82) female superintendents were also interpreted in the light of Hennig and Jardim's study of female business executives. However, superintendents reflected a more traditional family background and childhood. The superintendents were divided fairly equally on birthorder, while parental background varied widely.

Lemkau,⁶⁹ in her study of females in nontraditional professions found as she had predicted that the females in atypical professions (As), which included educational administrators, were more likely than those females in sex-typical professions (Ss), which included elementary teaching, to have had mothers who were employed after marriage, and to mention different influences on their careers, specifically the positive influence of significant males in their lives. Lemkau reports: "Fifty-six percent of the As as compared to only 38% of the Ss were the only or eldest children in their families."⁷⁰

⁶⁸R. Frasher, J.M. Frasher and K. Hardwick, "The Female Superintendent," Journal of NAWDAC 45 (1982): 37.

⁶⁹J.P. Lemkau, "Women in Male-Dominated Professions: Distinguishing Personality and Background Characteristics," Psychology of Women Quarterly 8 (1983): 144.

⁷⁰Ibid., p. 152.

Baker,⁷¹ in studying the occupational aspirations of adolescent females in Ontario, reported that all females who aspired to non-traditional professions came from well-educated or professional parents and all had mothers who worked outside of the home. She also found that the mother was an important role model in shaping these females' occupational choices. In terms of socio-economic status, Baker's study indicated that these adolescents tended to choose occupations in keeping with those held by their parents or other family members. She states: "Daughters of professional working mothers were more likely than other girls to expect to take on professional work..."⁷²

Sex-Role Ideology

This factor involves a system of sex-role beliefs consisting of prescriptive beliefs specifying norms of behaviors and characteristics for men and women. It forms a dimension with a "traditional" and a "liberated" pole. People at the end of the continuum labelled "liberated" prefer a high degree of interchangeability of roles and a low degree of gender role differentiation. Those at the

⁷¹M. Baker, What Will Tomorrow Bring?...A Study of the Aspirations of Adolescent Women (Ottawa: Canadian Advisory Council on Status of Women, 1985), p. 85.

⁷²Ibid., p. 101.

other end labelled "traditional" indicate preferences for role differentiation.⁷³

Scarzoni contends that sex-role preferences are an indicator of career orientation. Those females who are more gender-role egalitarian are more likely to be career-oriented and express career aspirations for non-traditional roles.⁷⁴

Thomas contends that there are still widespread stereotypes concerning the proper role of men and women operating in society. Furthermore, he states: "Those stereotypes are held by women themselves as much as men."⁷⁵

Grambs contends that the sex-role stereotypes which abound in our culture have produced generations of males and females who operate within limitations of the socialization process. In terms of the teaching force, this contention translates into a situation whereby most women who enter the profession do so at the elementary level and appear to be uninterested in line positions. Traditional socialization for a female would inhibit her from setting career goals beyond the classroom since an

⁷³Claze, op. cit., p. 11.

⁷⁴J. Scarzoni, Sex Roles, Women's Work and Marital Conflict (Massachusetts: D.C. Heath and Co., 1978), p. 35.

⁷⁵M.D. Thomas, "Why Aren't Women Administering Our Schools?" NASSP Bulletin 69 (1986): 91.

administrative role is traditionally incompatible with a woman's role in our culture.⁷⁶

In 1959, Mason conducted a study using females who were beginning their career. A large percentage intended to leave teaching for homemaking which indicated that for them their sex role was dominant over their occupational role.⁷⁷

Twenty years later, Glaze, in her study of 1167 Ontario high school girls, found that sex-role ideology was one variable which contributed significantly to career aspirations. Traditional ideology resulted in traditional career aspirations.⁷⁸ The results of a similar study by Gaskel concurred with Glaze's findings. She concluded: "Sex role ideology is consistently related to aspirations and can be seen as an important variable intervening between other background factors,..."⁷⁹

What is interesting to note about sex-role ideology is that originally sex-roles were merely a cultural

⁷⁶J.D. Grambs, "Women and Administration: Confrontation or Accommodation?" Theory into Practice 15 (1976): 295.

⁷⁷W.S. Mason et al., "Sex Role and Career Orientations of Beginning Teachers," Harvard Educational Review 29 (1959): 382.

⁷⁸A. Glaze, *Ibid.*, p. vii.

⁷⁹J. Gaskel, "Sex-role Ideology and Aspirations of High School Girls," Interchange 8 (1977-78): 53.

accommodation to a biological reality. Ultimately, these roles have become a cultural reality which have acquired status in their own right. Lee observes: "Sex role, then poses a double threat to the full development of human resources..."⁸⁰ These stereotypes consequently place limitations on women's social expectations and self-aspirations.

Family Obligations

These are the day-to-day housekeeping chores and childcare duties to be performed at home in addition to administrative responsibilities. These obligations often operate to make females geographically immobile. Epstein contends:

The woman's duties as a mother override most other role obligations, her duties as a wife are second, and other status obligations are usually a poor third.⁸¹

Competing role demands frequently prevent women from dedicating sufficient energy to their professional careers. A woman who has the primary responsibility of housekeeping tasks and childcare at home may be reluctant to aspire to administrative positions involving greater responsibilities. Conflicting demands of incompatible

⁸⁰P.C. Lee, "A Cultural Analysis of Sex Role in the School," Journal of Teacher Education 26 (1978): 335.

⁸¹C.F. Epstein, Woman's Place (California: University of California Press, 1970), p. 98.

multiple roles may result in inter-role conflicts and role overload.

Hall's⁸² hypothetical model of the roles of a married woman, illustrated in Figure 3, suggests that each role competes for its share of a woman's total role. He proposed that because women often must bear primary responsibilities for children, they are more likely to face the demands of competing roles simultaneously; the result being inter-role conflict and role overload, two aspects also referred to by Mishler in Figure 1.

Female administrators who are married and are delegated most of the homecare/childcare responsibilities often struggle with an internal conflict which has its roots in socialization and with an external conflict from family demands.⁸³ In families where women have the primary responsibilities for household chores and child care, an aspiring upwardly mobile woman finds herself faced with a problem of conflicting demands. A female administrator who fears she will be unable to balance the family role and an administrative position with greater responsibilities would limit her career aspirations.⁸⁴

⁸²D.T. Hall, "A Model of Coping with Role Conflicts: The Role Behavior of College Educated Women," Administrative Science Quarterly 17 (1972): 471-472.

⁸³H.L. Erickson, "Conflict and the Female Principal," Phi Delta Kappan 66 (1985): 288.

⁸⁴Chony, op. cit., p. 15.

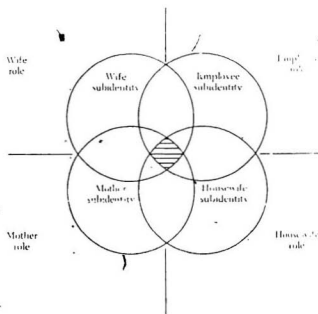


Figure 3. Hypothetical Model of the Roles of a Married Woman

D.T. Hall, "A Model of Coping with Role Conflicts: The Role Behavior of College Educated Women," Administrative Science Quarterly 17 (1972): 472.

Much research has been undertaken to examine the influence of family obligations on the career aspirations of female administrators. Some studies reveal that family commitments make having a career more difficult. Other researchers report that family obligations have not interfered with females applying for administrative positions.

Epstein⁸⁵ reported that among those women who rose to the top management positions, the incidence of unmarried women was greater. Fogarty et al. reported that among the women they studied, "... those with children show lowest levels of aspiration."⁸⁶

Picker studied 100 male and 100 female administrators. She reported, "the women who reared children while continuing to work stated that both their career and their family life became more difficult."⁸⁷

Reich and LaFountaine, in studying Ontario teachers, found that differences in career aspirations of men and women were partly due to differences in family responsibilities. The amount of time spent on household tasks and the extent, to which family responsibilities interfered with professional life, operated to limit

⁸⁵Epstein, op. cit., p. 100.

⁸⁶Fogarty et al., op. cit., p. 198.

⁸⁷Picker, op. cit., p. 147.

women's aspirations for administrative positions. Reich and LaFountaine reported that 33.9% of the women teachers as opposed to 23.3% of the men teachers wished to remain in classroom teaching.⁸⁸

Gosse, however, in her study of female educators concluded that marriage and family are not creditable deterrents to women managing administrative positions.⁸⁹ It is interesting to note that Gosse concludes that although marriage and family responsibilities appear not to be deterrents to those women already holding administrative positions, the family situation might be made a barrier to women seeking administrative positions.⁹⁰

Research yielding findings where family responsibilities do not interfere with career commitment and aspirations indicates that spousal support is present in the relationship. A study of female principals by Erickson indicated that those women whose partners supported their careers and shared the family

⁸⁸C. Reich and H. LaFountaine, The Effect of Sexism on the Career Development of Teachers (Ontario OSSTF, 1975), p. 23.

⁸⁹Gosse, op. cit., p. 141.

⁹⁰Ibid.

responsibilities were most content in administrative positions.⁹¹

Nixon, in her study of female educators in Alberta, found that the relationship between marital status and unwillingness to apply for administrative positions was not sustained in the testing of related hypotheses. She concluded that family responsibilities did not preclude women teachers from applying for administrative positions.⁹²

Asper, studying female educators in Manitoba, found:

The women as a whole in the study were willing to cope with family and teaching but they would not take the other step, trying the role of homemaker and administrator.⁹³

In a study of 82 female superintendents, Frasher, Frasher and Hardwick reported that half of the women had married, but only after the age of 35, when they had established themselves as successful in their careers. All of the married female superintendents indicated that their husbands were highly supportive of their careers. Many listed family support as a primary factor contributing to their success as administrators. Fewer

⁹¹Erickson, op. cit., p. 291.

⁹²M. Nixon, "Focus on Alberta: Women in Administration," Challenge 19 (1980): 24.

⁹³L.B. Asper, "Recruiting Women in Administration," (Unpublished paper, Canadian Teachers' Federation, Challenge '76, Sexism in the Schools, 1976), p. 74.

than one-third (27%) of the married, widowed or divorced women indicated that family responsibilities had inhibited their careers.⁹⁴

Carlson⁹⁵ differentiates between two groups of people: those who are "career bound" and those who are "place bound". A "career-bound" person is one who actively pursues his/her career objectives and puts career above place. A "place-bound" person, on the other hand, is one who waits, simply continues work in the home school system until he/she attains a position higher in the hierarchy. Female educators who are "place-bound" develop career aspiration later in life due to family obligations and geographical immobility. They are either unable or unwilling to actively seek a higher administrative position.

Schmuck found that one-half of the women she interviewed had not actively sought their positions, instead, they were persuaded to take them and that all of the women were geographically "place-bound".⁹⁶

Krchniak tabulated similar results. Only 7% of the female educators were willing to relocate homes in order

⁹⁴Frasher, Frasher and Hardwick, op. cit., pp. 39-40.

⁹⁵R.O. Carlson, School Superintendent Careers and Performance (Ohio: Charles E. Merrill Pub. Co., 1972), p. 40.

⁹⁶Schmuck, op. cit., p. 34.

to obtain administrative positions. Over 70% of his sample were either unwilling to travel at all or might consider commuting short distances.⁹⁷

Lange contends that mobility is a factor that hinders women more than men. She states that a study of occupational mobility indicated that men change jobs more frequently than women. They search for career advancement, whereas women advance slowly because they choose to stay in one school system.⁹⁸

A New Zealand study confirmed that female educators were predominantly committed to their family first and career second. The researchers state: "This commitment meant that they generally moved to follow their partners' careers, not to pursue their own by applying for and gaining promotion."⁹⁹

The "family obligations" factor as it affects the career plans of females and determines their mobility is

⁹⁷S.P. Krchniak, Variables Associated With Low Incidence of Women in School Administration: Toward Empirical Understandings (ERIC ED 150 719), p. 8.

⁹⁸L. Lange, "Women in School Administration: Problems and Possibilities," The High School Journal 66 (1983): 88.

⁹⁹Teacher Career and Promotion Study, (Wellington: New Zealand Educational Institute, 1982), p. 100.

summarized by Mason. He states "for most women, teaching is a contingent role rather than a dominant one".¹⁰⁰

Professional Credentials

These refer to educational qualifications and years of experience as an educator. Simpson and Simpson posit that length of teacher education increases commitment to the profession.¹⁰¹ Nixon and Gue found that professional preparation encourages professional commitment and thus influences career mobility.¹⁰² Whalen-Way found "the strongest determinant of women teachers' desire for administrative positions in education was years of training."¹⁰³ She goes on to conclude that equal educational opportunity for both genders is important in influencing career orientation and aspirations.

Kanter supports the connection between aspirations and work experience in her concepts of "moving" and "stuck". She contends that females' (or males')

¹⁰⁰Mason, op. cit., p. 375.

¹⁰¹R.I. Simpson and I. Simpson, "Women and Bureaucracy," in The Semi-Professions and their Organization (New York: Free Press, 1969), 216.

¹⁰²M. Nixon and L.R. Gue, "Professional Role Orientation of Women Teachers," The Canadian Administrator 15 (1975): 4.

¹⁰³Whalen-Way, op. cit., p. 93.

aspirations are not necessarily low to start with, but they may be restricted when individuals encounter difficulties in acquiring desired promotions. Female administrators who consider the attainment of higher hierarchical positions less likely because they are "stuck" in a particular position, e.g., elementary principalship, may eventually evaluate them as less desirable. Kanter states, "there is much evidence that people have low aspirations when they think their chances for mobility are low."¹⁰⁴

Prolman reported that expectations for advancement in educational administration were related to the length of time one remains a teacher. Forty percent of male administrators as opposed to eighteen percent of their female counterparts indicated they expected to move up the hierarchy when they entered teaching. Those who entered teaching with the expectation of remaining in the classroom taught an average of eight years, while those who expected to advance taught an average of five and a half years.¹⁰⁵

¹⁰⁴Kanter, op. cit., p. 140.

¹⁰⁵S. Prolman, "Gender, Career Paths, and Administrative Perceptions," Administrator's Notebook 30 (1982): 3.

Angrist and Almquist¹⁰⁶ state that while overall aspirations for advanced education increase for both sexes during college, it appears that men are more likely to choose fields requiring further education and to anticipate graduate study. Furthermore, married or "attached" females are less likely than single women to plan and pursue advanced education.

Rometo describes LaBarthe's research which found that females often dismiss educational administration as a traditionally masculine field and as a result do not even attempt to acquire the necessary credentials for a position.¹⁰⁷ Nixon and Gue concluded that professional preparation encourages professional commitment.¹⁰⁸

Schmuck cites five reasons why there are fewer women than men running schools, two of which point to lack of professional credentials. She states that women typically obtain lower levels of advanced university training than men and do not obtain the credentials required for administrative positions. Secondly, women typically show less professional perseverance than men in gaining experience within the field of education. Schmuck sees

¹⁰⁶Angrist and Almquist, op. cit., p. 33.

¹⁰⁷L.K. Rometo, "Women Administrators in Public Schools - Overcoming Barriers to Recruitment and Promotion," (Ph.D. dissertation, Temple University, 1983), p. 52.

¹⁰⁸Nixon and Gue, op. cit., p. 4.

these two reasons as formidable barriers to women's entry and upward mobility in the educational hierarchy.¹⁰⁹

Chony¹¹⁰ writes that the underrepresentation of females in educational administration is made worse by the fact that few women are encouraged to qualify themselves for administrative positions. She further points out that those who are motivated to upgrade their qualifications are encouraged to do so in the area of curriculum, preparing themselves for less powerful support positions. Her advice to women is to take the initiative to acquire qualifications that will lead to administrative positions.

Professional Involvement

This factor pertains to involvement in professional activities in addition to administrative responsibilities. Membership and active participation in special interest groups, professional committees, school board committees and community affiliations provide visibility in the profession and an opportunity to avail of "networking".

¹⁰⁹Schmuck, op. cit., p. 66.

¹¹⁰Chony, op. cit., p. 17.

McIntosh¹¹¹ argues that women who apply for promotion tend to be involved in professional and leadership activities both within the education system and the community-at-large. Such involvement provides them with opportunities to meet people at different levels of the educational hierarchy and become more confident in their ability to fill additional roles. Such confidence and support would influence career aspirations.

A New Zealand study of the career advancement of teachers recognized the important role that involvement in teachers' professional organizations plays in the advancement of an individual's career. This involvement not only gives one a first-hand knowledge of the organization, but also visibility in the profession. Data gathered in the study revealed that fewer women than men belonged to the teachers' professional organization; of those who did belong, men were more heavily involved than women, and fewer women than men perceive involvement in teachers' organizations as a means of career advancement.¹¹²

¹¹¹J.C. McIntosh, "In Conflict with Tradition: Women in Educational Administration," The Educational Courier 45 (1974): 20.

¹¹²Teacher Career and Promotion Study, op. cit., pp. 80-81.

Singer and Collin¹¹³ cite visibility as an important prerequisite to promotion in that one must be seen and judged capable of handling a range of responsibilities. Choices for promotion are often made from a pool of known talent, and women often lack the visibility required to be known.

Involvement in professional organizations and other community groups provides informal social contacts which are important to visibility. Women who are included in such networks stand a better chance when promotion decisions are being made since such contacts are bound to have an influence. Whalen-Way found professional involvement to be a positive determinant of the career aspirations of women teachers in Newfoundland.¹¹⁴

Chony claims that women must also set up their own network systems to gain information until they become part of the already established networking system.¹¹⁵

Feuers¹¹⁶ concurs with Chony's recommendations to women who wish to attain administrative positions. She

¹¹³G. Singer and K. Collin, "Women's Issues in Education," (Unpublished paper, Manitoba's Teachers' Society, 1981), pp. 16-17.

¹¹⁴Whalen-Way, op. cit., p. 94.

¹¹⁵Chony, op. cit., p. 19.

¹¹⁶S. Feuers, "Women in Management: Shortening the Odds," Community and Junior College Journal 52 (1981): 10.

argues that women have to recognize that success emerges from a whole network of associations with other people whereby they develop contacts and access to information. By participating actively in professionally affiliated organizations they gain visibility and become known in educational circles.

Encouragement

This factor refers to encouragement from family, colleagues and superiors to apply for the administrative position presently held or positions involving greater responsibilities. There is research which indicates that encouragement is a critical factor in whether or not a woman applies for administration. It is important that colleagues, superiors, and especially family and friends provide that encouragement.

Dodgson¹¹⁷ contends that mentors are beneficial throughout a career, but they are extremely important to women at two points in their careers: in the progression from teacher to the first administrative position, and at the final appointment to senior administrative positions. Mentors provide personal encouragement to capable women who aspire to administrative positions, but who lack self-confidence or doubt their abilities. A mentor who is part of the "old boys network" can introduce a less experienced

¹¹⁷J. Dodgson, "Do Women in Education Need Mentors?" Education Canada 36 (1986): 30.

protégé to influential people, make her highly visible, and advise her on career advancement.

The administrative women studied by Scriven and Nunnery offered a variety of reasons for becoming interested in educational administration. The most frequently mentioned reason was encouragement from other administrators.¹¹⁸

Data from Picker's dissertation showed that female educational administrators had received more sponsorship than men who participated in the study.¹¹⁹ Interestingly, females had higher career aspirations than males. Timmons concluded that there is a relationship between encouragement from superiors and career aspiration levels, arguing that encouragement might increase the number of female administrators.¹²⁰

Villani's study confirmed that mentoring is a way for women to overcome the internal barriers to heightened

¹¹⁸A.L. Scriven and M.Y. Nunnery, "Women Central Office Administrators in Large Urban Districts: Characteristics and Perceptions," Educational Horizons 52 (1974): 140.

¹¹⁹Picker, op. cit., p. 146.

¹²⁰J.E. Timmons, "A Study of Attitudes Toward Women School Administrators and the Aspirations of Women Teachers for Administrative Positions in the State of Indiana" (Ph.D. dissertation, Indiana University, 1973), p. 132.

career aspirations.¹²¹ Encouragement from family and friends has been cited by female administrators as helping them realize their career aspirations. Women in a North Carolina study credited their success in administration to encouragement and support of their families. A large majority of them cited "husband's support" as a crucial factor in career development.¹²²

Erickson¹²³ in her two-year study of administrators in Montana, reported that females whose partners supported them and shared equally in responsibilities received the most satisfaction from their achievements:

Nixon reported that the majority of female administrators she studied in Alberta, when asked what had prompted them to apply for administrative positions, replied that they had been encouraged by someone else. Within that group, half of the subjects considered the encouragement from some school board superior to be the decisive factor in their decision to make an initial application.¹²⁴ Female superintendents in Contra Costa

¹²¹S. Villani, "Mentoring and Sponsoring as Ways for Women to Overcome Internal Barriers to Heightened Career Aspirations and Achievement," (Doctoral dissertation, Northeastern University, Boston, 1983), p. 106.

¹²²L.C. Woo, "Women Administrators: Profiles of Success," Phi Delta Kappan 67 (1985): 287.

¹²³Erickson, op. cit., p. 291.

¹²⁴Nixon, op. cit., p. 26.

County contended: "Encouragement from peers and supervisors has been a major boost".¹²⁵ Tranborg, in her Saskatchewan study, concluded that lack of mentors for women in education is a contributing factor to the imbalance of the sexes in administrative ranks.¹²⁶

Chony criticizes women who have reached administrative positions as not being sponsors or mentors to other ambitious women. She contends that some of them are so busy surviving in male-dominated administration that they cannot be bothered with helping other females. Others, she argues, are so insecure that they isolate themselves to avoid calling attention to themselves. A third group, the very successful female administrators, sometimes identify more strongly with male colleagues and less with other females and fall into what is called the "Queen Bee Syndrome".¹²⁷

¹²⁵"Opening Doors: Women Superintendents in Contra Costa County," Thrust 12 (1983): 44.

¹²⁶H.J. Tranborg, "Women in Education: A Rationale", Unpublished paper, Saskatchewan Teachers' Federation, 1977, p. 9.

¹²⁷Chony, op. cit., p. 19.

CHAPTER SUMMARY

This chapter has provided a review of mostly American and Canadian literature dating from the 1970's to the present. Findings of two Newfoundland studies relative to the status of female educators and their aspirations have also been presented.

The first section presented literature concerned with the role of women in the educational field, both historically and currently, and how that role relates to their career aspirations. It emphasizes how different societal roles and expectations are reflected in the distribution of females in the educational hierarchy.

The second section reviewed research findings relating to the difference in career aspirations for female and male educators. Most of the studies cited attest to the lack of desire and planning on the part of female educators for administrative positions in contrast to their male counterparts.

The third section examined literature relative to the factors which influence female career aspirations that were examined in this study. These included demographic characteristics, family background, sex-role ideology, family obligations, professional credentials, professional involvement, and encouragement from others.

CHAPTER III

RESEARCH METHODOLOGY

INTRODUCTION

This chapter is designed to provide a description of the research methodology used in this study, including descriptions of the techniques used to collect and analyze data. The population studied, sources used in ascertaining the status of women in educational administration for this province, description and development of the instrument, the method and purpose of the pilot study, as well as the method of statistical analysis applied to the data collected are discussed.

POPULATION

The population for this study was comprised of all recorded female educational administrators in the province of Newfoundland and Labrador employed for the school year 1986-87. Questionnaires were sent to all females designated as administrators. These included 35 department chairpersons, 81 vice-principals, 125 principals, and 59 central office personnel for a total population of 300.

EXAMINATION OF DIRECTORIES

To ascertain the status of women in education in Newfoundland and Labrador for the school year 1986-87 two sources were utilized: various school system directories and information supplied by the provincial Department of Education. The directories which were examined included: The Newfoundland and Labrador Schools Directory, 1986-87, issued by the Newfoundland and Labrador Department of Education; The Education Directory for Newfoundland, 1986-87, issued by the Integrated Education Council; The Roman Catholic Education Directory, 1986-87, issued by the Roman Catholic Education Council; and The Directory for Newfoundland and Labrador, 1986-87, issued by the Pentecostal Education Council. From these directories the following were calculated: the proportions of female curriculum coordinators and female assistant/associate superintendents for each school system and for the province as a whole. Also, the proportion of female principals employed by the Roman Catholic system who were members of a religious order was calculated from examining the directory for that school system.

Upon request, information was supplied by the provincial Department of Education which provided data to tabulate other proportions. These included: the proportion of female teachers; the proportion of female department chairpersons; the proportion of female vice-principals; and the proportion of female principals.

These were tabulated for each school system and for the province as a whole.

INSTRUMENT

No existing study could be found that provided a suitable questionnaire which could be used to collect the data required for assessing the influence of various factors on career aspirations of female administrators in Newfoundland and Labrador. Therefore, it was necessary to develop a suitable questionnaire, referred to in this study as the "Female Administrator's Questionnaire", a copy of which appears in Appendix A.

DESCRIPTION OF INSTRUMENT

The questionnaire is divided into four (4) separate sections. The first section is designed to examine career aspirations. Respondents were asked to indicate their desire to remain in the administrative position presently held or their desire to attain an administrative position involving greater responsibilities. To further examine career aspirations, respondents were asked to indicate their current position and the highest position they wish to attain during their career.

The second section is designed to provide information from respondents regarding demographic characteristics.

family background, professional credentials, professional involvement, encouragement from others, family obligations, and sex-role ideology, thus allowing for comparison among respondents for each of these factors. Question three (3) was included to determine the representation of respondents. Demographic characteristics include questions four (4) through seven (7) inclusive, which refer to age, marital status, the number of dependent children, and the age of the youngest child. Family background information is assessed through questions eight (8) through twelve (12) inclusive, which refer to parental education, parental occupation, parental family income, hometown population, and birth order. Professional credentials, which include total years of teaching/administrative experience combined and teaching certificate level, were assessed in questions thirteen (13) and fourteen (14). Question fifteen (15) refers to professional involvement defined as the office(s) or position(s) of leadership held in professional and community organizations. Encouragement from others is referred to in questions sixteen (16) through nineteen (19) inclusive. Question twenty (20), parts (a) through (h) inclusive, focusses on the family obligations factor. It is designed to assess the extent to which household chores and/or childcare duties conflict with career obligations. For each of the eight (8) statements listed, respondents were asked to circle one response out of four

which best describes their situation. The four responses provided are rarely, occasionally, frequently, and always. An arithmetic value ranging from one (1) to four (4) is assigned to each of the responses, respectively, as follows:

<u>Rarely</u>	<u>Occasionally</u>	<u>Frequently</u>	<u>Always</u>
1	2	3	4

Provided respondents reacted to each statement, the total score range for this factor was 8 - 32, 8 being the lowest score a respondent could possibly receive, 32 being the highest possible score. However, it was possible to score zero (0) if a respondent's marital status, e.g., religious order, made the factor not applicable. Low scores indicated minimal family obligations - career conflict. High scores indicated maximal conflict. Question twenty-one (21), parts (a) through (t) inclusive, is devoted to the sex-role ideology factor. It utilizes a Likert format, whereby twenty (20) statements are listed and respondents were asked to circle one response out of five which best describes their reaction to each statement. The five responses provided are strongly disagree, disagree, uncertain, agree, and strongly agree. An arithmetic value ranging from one (1) to five (5) was assigned to each of the responses, respectively, as follows:

<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Uncertain</u>	<u>Agree</u>	<u>Strongly Agree</u>
1	2	3	4	5

If respondents reacted to each of the twenty (20) statements, the total score range for this factor was 20-100, the lowest possible score for an individual being twenty (20) and the highest possible score being one hundred (100). All of the statements were phrased in a "traditional" direction. Low scores indicated a "liberated" sex-role ideology, while high scores indicated a "traditional" sex-role ideology. The scale was categorically divided into the following content areas: household roles of women and men, parental roles of women and men, special roles of women, relationships between men and women, and career/job roles of men and women.

The third section is comprised of two (2) questions, designed to examine the perceptions of female administrators regarding factors that have influenced their career aspirations. The first question asked them to rank the three (3) factors they felt have most hindered their career aspirations - factors that have been barriers to their career aspirations, assigning rank 1 to the most hindering factor through to rank 3 for the least hindering factor. The second question asked them to rank the three factors that have contributed most to their career aspirations - factors that have been facilitators for them, assigning rank 1 to the most contributing factor through to rank 3 for the least contributing factor.

The fourth section consists of two (2) open-ended questions. The first question was aimed at respondents

who expressed an interest in attaining a position with greater administrative responsibilities. It asked them to indicate the reasons for their aspirations. The second question was aimed at respondents who indicated they wished to remain in their current administrative positions. It asked them to indicate their reasons for not being interested in attaining a position with greater administrative responsibilities.

DEVELOPMENT OF INSTRUMENT

In preparing the instrument for this study a review was made of instruments used in the following studies: B.W. Pope, "Factors Influencing Career Aspirations and Career Development of Women Holding Administrative Positions in Public Schools" (1982); C. Reich, "The Effect of a Teacher's Sex on Career Development" (1975); and L.B. Asper, "Factors Affecting the Entry of Women Teachers into Administrative Positions of the Manitoba Public Schools" (1974).

From these instruments, items relevant to factors being examined in this study were noted, adapted and included in the first and second sections of the instrument for this study. The sex-role ideology scale in the second section of the instrument is based on a Canadian scale developed in 1978 by R. Kalin and P.J. Tilby.

INSTRUMENT VALIDATION

An initial draft of the questionnaire was submitted to a group of graduate students at Memorial University of Newfoundland for their consideration and reaction. In addition, the instrument was submitted to three (3) faculty members in the Department of Educational Administration at the same institution. Modifications were then made and the questionnaire was again presented to a panel of faculty members and graduate students during the proposal hearing. Suggestions from these groups resulted in further modifications, additions, deletions and structural changes in the instrument.

PILOT STUDY

The instrument was piloted among a group of fourteen (14) females in different administrative positions across Canada. The participants of the pilot study were requested to examine the questionnaire for clarity, readability, format, and to note the time element in completing the questionnaire. All fourteen (14) administrators responded and after careful assessment of the results of the pilot study, the necessary modifications were made to further refine the instrument. A copy of the cover letter accompanying the questionnaire for the pilot study and a list of the participants are included in Appendix B.

INSTRUMENT RELIABILITY

The reliability of the instrument was determined by retesting the first twenty-five (25) respondents two weeks after their initial return was received. Fifteen (15) of these questionnaires were returned and included for the reliability analysis. The Pearson product-moment correlation coefficient was calculated to confirm the reliability of each item. Items in the questionnaire pertaining to factual personal information were not included in calculating the reliability of the instrument as their near perfect correlations would have unduly inflated the final reliability coefficient. All other questionnaire items of a non-factual nature were included in calculating the overall reliability of the instrument. The correlation coefficients of these non-factual items are provided in Table 1. Items in the section on Career Aspirations, Q1a to Q2f inclusive, and items on the factor of Encouragement, Q17 to Q19 inclusive, scored relatively high. On the remaining factors of Household Chores/Childcare Duties, Q20a to Q20h inclusive, Sex-role Ideology, Q21a to Q21t inclusive, and on Perception of Factors, questions S3Q1F1 to S3Q2F3 inclusive, there were more items with lower correlations. Two items, Q21o and S3Q2F3, had correlations of .0227 and .0554, respectively. The correlation coefficient for item Q2a could not be computed because there were no respondents to that item. Likewise, the correlation coefficient for item Q20c could

not be computed because all respondents circled the same response to that item.

All items were then translated into Z-scores, using Fisher's Z transformations. The mean Z-score was calculated and transformed into a correlation coefficient in the same manner. In this case, a correlation of .76 was calculated for the instrument as a whole, omitting all questionnaire items of a factual nature. Table 1 provides statistical results of the process used.

ADMINISTRATION OF QUESTIONNAIRE

Prior to the distribution of questionnaires, a letter was sent to all district superintendents with female administrators in their employ, informing them of the study and requesting their permission to survey female administrators within their respective districts. Four (4) school boards out of a total of thirty-five (35) did not employ any female administrators, so letters were not sent to these. All thirty-one (31) superintendents gave their consent to have their female administrators surveyed. A copy of correspondence to superintendents is included in Appendix B.

Letters of intent outlining the proposed study were also sent to The Honourable Loyola Hearn, Minister of Education for the province, and to each Executive Director of the Denominational Education Councils for the province.

Table 1
Reliability of Questionnaire Items

Item	r	Zr	Item	r	Zr
Q1a	.8750	1.354	Q21g	.8803	1.376
Q1b	1.0000	3.000	Q21h	.5922	.678
Q2a	not computed*		Q21i	.3889	.412
Q2b	.6814	.829	Q21j	.8710	1.333
Q2c	.7071	.887	Q21k	.7859	1.058
Q2d	1.0000	3.000	Q21l	.5395	.604
Q2e	1.0000	3.000	Q21m	.5556	.626
Q2f	.4231	.454	Q21n	.2438	.250
Q17	.9624	1.946	Q21o	.0227	.025
Q18	.9875	2.647	Q21p	.2567	.261
Q19	.5437	.611	Q21q	.7010	.867
Q20a	.4083	.436	Q21r	.7045	.877
Q20b	.9151	1.557	Q21s	.7209	.908
Q20c	not computed**		Q21t	.2740	.282
Q20d	.4951	.543	S3Q1F1	.4910	.536
Q20e	.1132	.116	S3Q1F2	.1473	.151
Q20f	.8230	1.172	S3Q1F3	.5774	.662
Q20g	.6878	.848	S3Q2f1	.7334	.940
Q20h	.6455	.767	S3Q2F2	.2575	.266
Q21a	.5916	.678	S3Q2F3	.0554	.055
Q21b	.8527	1.172			
Q21c	.7588	.996			
Q21d	.9174	1.589			
Q21e	.9295	1.658			
Q21f	.8539	1.274			

$$Z_r = \frac{\sum Z_r}{N} = \frac{42.701}{43} = .9931$$

$$Z_r .9931 = r_{.76}$$

* The correlation coefficient for item Q2a could not be computed because there were no respondents to that item.

** The correlation coefficient for item Q20c could not be computed because all 15 respondents circled the same response to that item.

A copy of the correspondence is to be found in Appendix B. Notification of the impending study was published in Women Speak, a newsletter of the Provincial Status of Women Council, and in the Newfoundland Teachers' Association Bulletin.

Prior to mailing out the questionnaires, a mailing list of all female administrators was compiled. Information for the mailing list was gathered from the various school system directories and the provincial Department of Education. In late March the questionnaires were mailed to female administrators, individually, at their school address. A cover letter and an addressed, postage-paid return envelope were included with each questionnaire. Each questionnaire was numerically coded to enable the researcher to identify nonrespondents. As each questionnaire was received the number was removed to protect confidentiality of the respondent and the respondent's name was crossed off the mailing list. About mid-May, nonrespondents were again contacted in the same manner. Copies of correspondence with administrators appear in Appendix B.

ANALYSIS OF DATA

The status of female educators for each school system and the province as a whole was tabulated as frequencies and percentages from information made available by the

provincial Department of Education. Data gathered from the questionnaire with respect to the respondents' career aspirations were also tabulated as frequencies and percentages. These data divided the respondents into three groups: those who expressed a desire to REMAIN in their present administrative positions, those who aspired to ATTAIN administrative positions involving greater responsibilities, and those who were UNDECIDED in their career aspirations.

Using the three levels of aspiration as the dependent variable and the factors described in the literature which influence aspirations as independent variables, relationships were determined between the level of aspiration and each of the demographic characteristics, family background, sex-role ideology, family obligations, professional credentials, professional involvement, and encouragement. To assess the statistical significance of marital status, parental education, parental occupation, parental family income, hometown population, birthorder, teaching certificate, office(s) of leadership, and sources of encouragement as influencing factors, the chi-square (or χ^2) test was applied. A one-way analysis of variance was used to assess the statistical significance of age, experience, number of children, age of children, household/childcare duties, and sex-role ideology as influencing factors. The level of significance for all testing was set at the .05 level because the study was

concerned with finding factors which influence career aspirations and the .01 level of significance might prevent identification of influencing factors.

Data for respondents' perceptions of factors influencing their career aspirations were tabulated as frequencies and percentages. Reasons provided by respondents for the nature of their career aspirations were also tabulated in frequencies and percentages and a broad cross section of responses summarized.

CHAPTER SUMMARY

Included in this chapter was a description of the research methodology used in this study. Descriptions of the techniques used to collect and analyze data were provided. Sources used to ascertain the current status of female educators in Newfoundland and Labrador and the population of female administrators studied were discussed. A description of the instrument entitled "Female Administrator's Questionnaire", its method of development, as well as the method and purpose of the pilot study were also provided. Results of the instrument reliability test-retest and the administration of the questionnaire were also included. Finally, the method of statistical analysis applied to the data collected was discussed.

CHAPTER IV

ANALYSIS OF DATA

INTRODUCTION

This chapter presents findings in five main sections to answer each of the specific research questions posed in this thesis. The first section, outlining the status of female educators in the province of Newfoundland and Labrador, answers question one of this thesis. The second section dealing with the career aspirations of female administrators in Newfoundland and Labrador, answers question two. Section three of this chapter answers the third question of this thesis which is concerned with factors influencing the career aspirations of these female administrators. Section four presents the respondents' perceptions of barriers to and facilitators of their career aspirations, thus answering question four of this thesis. The fifth and final section answers question five by presenting written comments provided by respondents regarding the reasons for their career aspirations.

STATUS OF WOMEN EDUCATORS IN NEWFOUNDLAND AND LABRADOR

Question 1

What is the present status of women in education in Newfoundland and Labrador as evidenced from an analysis of the proportions of female teachers, female school administrators, and female district office personnel?

Statistical data for question one were gathered in a preliminary survey of the status of female educators through examination of information provided by the provincial Department of Education. Two sources were utilized: school system directories and information provided by Teachers' Payroll Division, Department of Education, Government of Newfoundland and Labrador.

Table 2
Distribution of Teachers in Each
School System by Sex

School System	M	%	F	%	Total
Integrated	2512	51.3	2383	48.7	4,895
Roman Catholic	1208	36.9	2063	63.1	3,271
Pentecostal	217	50.8	210	49.2	427
Seventh Day Adventist	15	50.0	15	50.0	30
Total	3952	45.8	4671	54.2	8,623

Source: Supervisor, Teachers' Payroll Division, Department of Education, Government of Newfoundland and Labrador, July, 1987.

Teachers

As outlined in Table 2, 4671 (54.2 percent) of the 8,623 teachers employed in the province were women. However, the percentages varied with different school systems. For example, 48.7 percent (2383) of the 4,895 teachers in the Integrated System were women, whereas 63.1 percent (2063) of the 3271 teachers employed by the Roman Catholic System were women. The Pentecostal System employed 210 (49.2 percent) women from a total of 427 teachers, while the Seventh Day Adventist System recorded 15 (50 percent) of 30 teachers employed as female.

School Administrators

The distinction of school administrators by sex and by school system is presented in Table 3. This table shows that of the 290 department chairpersons in the province, 35 (12.1 percent) were women. For the recorded 343 vice-principals, 81 (23.6 percent) were women; and 125 (20.9 percent) of the 596 principals recorded for the province were women. From a total of 1,229 school administrators, 241 (19.6 percent) were women.

Department Chairpersons

The Integrated System employed 172 department chairpersons, of which nine (9) (5.2 percent) were women. For the 103 department chairpersons employed by the Roman

Table 3
Distribution of School Administrators in Each School System by Sex

School System	Department Chairpersons			Vice-Principals			Principals			Total						
	M	F	%	M	F	%	M	F	%	M	F	%				
Integrated	163	94.8	9	5.2	169	84.5	31	15.5	322	89.9	36	10.1	654	89.6	76	10.4
Roman Catholic	78	75.7	25	24.3	77	60.6	50	39.4	104	55.3	84	44.7	259	61.9	159	38.1
Protestant	14	93.3	1	6.7	16	100	-	-	42	93.3	3	6.7	72	94.7	4	5.3
Seventh Day Adventist	-	-	-	-	-	-	-	-	3	60.0	2	40.0	3	60.0	2	40.0
Total	255	87.9	35	12.1	262	76.4	81	23.6	471	79.1	125	20.9	988	80.4	241	19.6

Source: Supervisor, Teachers' Payroll Division, Department of Education, Government of Newfoundland and Labrador, May, 1987.

Catholic System, 25 (24.3 percent) were women. One (6.7 percent) of the 15 department chairpersons employed by the Pentecostal System was female. No department chairpersons were recorded for the Seventh Day Adventist System.

Vice-Principals

The Integrated System employed 200 vice-principals, of which 31 (15.5 percent) were women, whereas the Roman Catholic System employed 50 (39.4 percent) women from its total of 127 vice-principals. The 16 vice-principals in the Pentecostal System were men and no vice-principals were recorded for the Seventh Day Adventist System.

Principals

Statistics cited here include teaching principals in one-room sole-charge schools. The Integrated System had a total of 358 principals, 36 (10.1 percent) of whom were female. Of the 188 recorded for the Roman Catholic System, 84 (44.7 percent) were women. Three (6.7 percent) of the recorded 45 principals in the Pentecostal System were women. The Seventh Day Adventist System employed five principals, two (40 percent) of whom were women.

Central Office Personnel

The distinction of central office personnel by sex and school system is presented in Table 4. It shows that

Table 4
Distribution of Central Office Personnel in Each School System by Sex

School System	Superintendents.		Assistant/Associate Superintendents				Curriculum Coordinators				Total					
	M	F	M	F	F	M	F	M	F	M	F					
Integrated	20*	100	0	-	38	97.4	1	2.6	94	79.7	24	20.3	152	85.9	25	14.1
Roman Catholic	12	100	0	-	18	85.7	3	14.3	42	57.3	31	42.7	72	67.9	34	32.1
Pentecostal	1	100	0	-	2	100.0	0	-	6	100.0	0	-	9	100.0	0	-
Seventh Day Adventist	1	100	0	-	0	-	0	-	0	-	0	-	1	100.0	0	-
Total	34	100	0	-	58	93.5	4	6.5	142	72.1	55	27.9	234	79.9	59	20.1

* One board did not employ a superintendent.

Source: The Newfoundland and Labrador SCHOOLS DIRECTORY, 1986-87.

of the 34 superintendents, women were not represented. There were 62 assistant/associate superintendents for the province. Four (6.5 percent) were women. Fifty-five (27.9 percent) of the 197 curriculum coordinators were women. In summary, females comprised 59 (20.1 percent) of the total 293 central office personnel.

From a total of 177 central office personnel, the Integrated System employed 25 (14.1 percent) women. The Roman Catholic System employed 106 central office personnel, of whom 34 (32.1 percent) were women, while the nine central office personnel employed by the Pentecostal System were men. The one person employed at the central office of the Seventh Day Adventist System was a man.

Assistant/Associate Superintendents

The Integrated System employed 39 assistant/associate superintendents. One (2.6 percent) was female. Women comprised three (3) (14.3 percent) of the 21 assistant/associate superintendents employed by the Roman Catholic System. However, the two assistant/associate superintendents employed by the Pentecostal System were men. No assistant/associate superintendent was recorded for the Seventh Day Adventist System.

Curriculum Coordinators

The Integrated System employed 118 curriculum coordinators, of whom 24 (20.3 percent) were female. The Roman Catholic System had a total of 73 curriculum coordinators. Here, women totalled 31 (42.7 percent). The six curriculum coordinators employed by the Pentecostal System were men. No curriculum coordinators were recorded for the Seventh Day Adventist System.

Table 5

Distribution of Female Principals in the
Roman Catholic System

Status	Principals	
	N	%
Lay	39	46.4
Religious Order	45	53.6
Total	84	100.0

Source: The Newfoundland and Labrador Schools Directory,
1986-87.

Since the Roman Catholic System had a much higher percentage of female principals in contrast to the non-Catholic Systems, the religious order factor was considered important in this study. Table 5 shows a breakdown in proportions of female principals in the Roman

Catholic System by membership in a religious order. Women in religious orders comprised 45 (53.6 percent) of the total number of 84 female principals employed. Thirty-nine (46.4 percent) were lay women.

Summary

For each subgroup of female educators, proportions vary. For example, 10.4 percent (76) of the 730 school administrators employed by the Integrated System are women, while the Roman Catholic System employed 159 (38.1 percent) women out of its total of 418 school administrators. Women comprised four (5.3 percent) of the 76 school administrators employed by the Pentecostal System. Two (40 percent) of the five employed by the Seventh Day Adventist were female.

Proportions of central office personnel likewise vary with school systems. While 25 (14.1 percent) of the 177 central office personnel employed by the Integrated System are women, 34 (32.1 percent) of the 106 central office personnel employed by the Roman Catholic System are female. The nine central office personnel employed by the Pentecostal System are men, as is the one person employed by the Seventh Day Adventist System.

Four (4) school boards out of a total of 35 did not employ any women educational administrators. All 34 district superintendents were men.

RESPONDENTS X

Statistical data for the remaining four research questions dealing with career aspirations of female administrators were gathered through administration of an instrument entitled "Female Administrator's Questionnaire".

The extent to which research findings can be generalized to the population being studied is affected by the extent to which the respondents represent that population. In the present study, questionnaires were sent to all female educational administrators, comprising a total population of 300.

As indicated by Table 6, 75% of the women returned completed questionnaires for inclusion in the analysis of this study. The approximate response rates for each school system were: Integrated, 73%; Roman Catholic, 76%; Pentecostal, 100%; and Seventh Day Adventist, 50%.

Table 7 shows a summary of returns with the distribution of respondents by subgroups. The approximate response rates were: department chairpersons, 71%; vice-principals, 84%; principals, 77%; and district office personnel, 61%.

There were two (2) questionnaires returned uncompleted because the respondents felt the study did not apply to their lifestyle, or present administrative position. One other questionnaire was also returned

uncompleted because the person did not wish to participate in the study for personal reasons.

Table 6
Distribution of Respondents
by School System

School System	Number Sent	Number Returned	% Returned
Integrated	101	74	73.3
Roman Catholic	193	146	75.6
Pentecostal	4	4	100.0
Seventh Day Adventist	2	1	50.0
Total	300	225	75.0

Table 7
Distribution of Respondents
by Subgroup

Subgroup	Number Sent	Number Returned	% Returned
Department Chairpersons	35	25	71.4
Vice-Principals	81	68	83.9
Principals	125	96	76.8
Central Office Personnel	59	36	61.0
Total	300	225	75.0

CAREER ASPIRATIONS

Question 2

What are the career aspirations of female administrators in Newfoundland and Labrador as evidenced from an analysis of their desire to:

- (a) remain in administrative positions presently held for the duration of their careers?
- (b) attain administrative positions involving greater responsibilities?

Statistical data for this question were acquired by asking participants to respond to two questions in Section I of the instrument. They were asked to indicate their desire to either REMAIN in their present administrative positions or ATTAIN a position involving greater administrative responsibilities. A second question asked them to indicate their present position and the highest position desired. Tables 8 and 9 show the findings.

Table 8 depicts career aspirations expressed by respondents, distribution by subgroup and desire indicated. One hundred and six (47.1 percent) of the 225 respondents expressed a desire to REMAIN in their present administrative positions, while 95 (42.2 percent) expressed a desire to ATTAIN administrative positions involving greater responsibilities. A third group of respondents, a total of 24 (10.7 percent) indicated they were UNDECIDED in their career aspirations by writing on the questionnaire that they were undecided or uncertain

Table 8.

Female Administrators' Career Aspirations Distribution by Desire and Subgroup

Desire	Department Chairpersons		Vice-Principals		Principals		Curriculum Coordinators		Assistant/Assoc. Superintendents		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Remain	10	40	29	42.6	55	57.3	12	36.4	-	-	106	47.1
Attain	12	48	34	50.0	29	30.2	17	51.5	3	100	95	42.2
Neither	3	12	5	7.4	12	12.5	4	12.1	-	-	24	10.7
Total	25		68		96		33		3		225	

about their desire for increased administrative responsibilities.

Forty percent (10) of the 25 department chairpersons indicated a desire to remain in their present administrative positions. Twelve (48 percent) expressed the desire to attain administrative positions involving greater responsibilities, while the remaining three (3) (12 percent) were undecided.

In the vice-principals' subgroup, 42.6 percent (29) indicated a desire to remain as vice-principals, while 34 (50 percent) of them expressed a desire to attain greater administrative responsibilities. The undecided group totalled 7.4 percent (5).

From a total of 96 principals, 57.3 percent (55) indicated a desire to remain in that administrative position, while 30.2 percent (29) expressed an interest in attaining positions with greater administrative responsibilities than the principalship. Twelve (12.5 percent) were undecided in their career aspirations.

In the fourth subgroup, 12 (36.4 percent) of curriculum coordinators expressed a desire to remain at that level, while 51.5 percent (17) indicated a desire for greater administrative responsibilities. Four (12.1 percent) of curriculum coordinators were undecided. All three assistant/associate superintendents indicated they wished to attain a superintendency, a position involving greater administrative responsibilities.

To further determine the career aspirations of respondents, an analysis was made of the highest positions desired by those who wished to attain greater administrative responsibilities. Table 9 shows a frequency distribution of the responses analyzed. The position of superintendency, involving the greatest administrative responsibility in the system hierarchy, was indicated 28 (29.5 percent) times as the highest position desired, while the position of curriculum coordinator was chosen 23 (24.2 percent) times as the highest desired position in the hierarchy. Nineteen respondents (20 percent) aspired to the position of assistant/associate superintendent, and the position of principal was preferred by 17 respondents (17.9 percent) as the highest administrative position desired. Two (2.1 percent) of the respondents who wanted to attain greater administrative responsibilities chose the vice-principalship. Although six others (6.3 percent) indicated an attain desire, they gave no indication of the highest position desired.

Summary

A high percentage of respondents in this study (47.1 percent) indicated they wished to ~~REMAIN~~ at their current administrative level. However, 42.2 percent of the respondents did express the desire to ~~ATTAIN~~ greater administrative responsibilities. The highest percentage (29.5 percent) of those in the ATTAIN group aspired to the

superintendency. A third group (10.7 percent) of respondents were UNDECIDED in their career aspirations.

Table 9

Frequency Distribution: Highest Position
Desired for "ATTAIN" Aspiration

Highest Position Desired	Frequency (F)	Percent
Superintendent	28	29.5%
Curriculum Coordinator	23	24.2
Assistant/Associate Superintendent	19	20.0
Principal	17	17.9
Vice-Principal	2	2.1
No indication	6	6.3
Total	95	100.0%

FACTORS INFLUENCING CAREER ASPIRATIONS

Question 3

To what extent are the career aspirations of female administrators in Newfoundland and Labrador influenced by demographic characteristics, family background, sex-role ideology, family obligations, professional credentials, professional involvement, and encouragement from others?

Statistical data for question three were gathered from information provided by respondents on their

completed questionnaires. Differences among the ATTAIN, REMAIN, and UNDECIDED respondents were tested.

Demographic Characteristics

Aspiration and Age

As indicated in Table 10, female administrators who expressed a desire to REMAIN in their present administrative positions had a mean age of 45.2 years, those who were UNDECIDED had a mean age of 39.2 years, and the mean age for those female administrators who wished to ATTAIN greater administrative responsibilities was 38.3 years. A one-way analysis of variance was applied to test whether a statistically significant difference existed for the means of the three groups of aspirants. It was found that a significant difference at the .05 level existed between the mean ages of those females who wished to REMAIN and those who wished to ATTAIN, and between those who wished to REMAIN and those who were UNDECIDED.

Table 10
Career Aspiration by Mean Age

Mean Age	Career Aspirations	Differences in Group Means ¹
45.2	REMAIN	1/3*
39.2	UNDECIDED	1/2*
38.3	ATTAIN	

¹NOTE: This column shows between which groups significant differences exist. For example, 1/3 indicates that the mean age of group 1 is significantly different from the mean age of group 3.

* Significant at .05 level.

Aspiration and Marital Status

As Table 11 indicates, the highest proportion, 52.4 percent, of the female administrators who wished to REMAIN in their present administrative positions were married as was the highest percentage (64.9 percent) of those females who wished to ATTAIN greater administrative responsibilities. There was a slight difference for the two groups of aspirants with respect to the single category; 17 (18.1 percent) of the ATTAIN group were single while 18 (17.1 percent) of the REMAIN group were single. Twenty-four (22.9 percent) in the REMAIN group were members of religious orders, while eight (8) (8.5 percent) of the ATTAIN group were in that category. With

respect to the category of separated/divorced/widowed, eight (8) (7.6 percent) of those who wished to REMAIN as compared to eight (8) (8.5 percent) of those who wished to ATTAIN were in that category.

Table 11
Career Aspiration by Marital Status

Marital Status	Remain		Attain		Undecided		Total	
	N	%	N	%	N	%	N	%
Single	18	17.1	17	18.1	8	34.8	43	19.4
Married	55	52.4	61	64.9	8	34.8	124	55.9
Separated/ Divorced/ Widowed	8	7.6	8	8.5	1	4.3	17	7.6
Religious Order	24	22.9	8	8.5	6	26.1	38	17.1
Total	105	47.3	94	42.3	23	10.4	222	100.0

Chi square = 14.2, $p < .05$

A chi square test for independence of variables resulted in a chi square value of 14.2, significant at .05 level. On the basis of this, one can conclude that marital status and career aspiration are significantly related variables.

Aspiration and the Number of Children

Table 12 shows the mean number of children for each of the three groups of aspirants. Those females who wished to ATTAIN greater administrative responsibilities had a mean of 2.50, while those females who expressed a desire to REMAIN in their present administrative positions had a mean number of children of 3.03. The females who were UNDECIDED in their career aspirations had a mean of 5.0.

Table 12
Career Aspiration by Mean Number
of Children

Mean Number of Children	Career Aspiration	Differences in Group Means
2.50	ATTAIN	n.s.
3.03	REMAIN	n.s.
5.00	UNDECIDED	n.s.

A one-way analysis of variance was applied to test for statistically significant differences for the mean number of children of the three groups of female administrators. It was found that no statistical difference existed at the .05 level.

Aspiration and Age of Dependent Children

The mean age of dependent children for each group of female administrators was calculated. As Table 13 shows, the mean age of dependent children for females who wanted to REMAIN in positions with the same level of administrative duties was calculated to be 8.43 years. For those females in the ATTAIN category, the mean age of dependent children was 8.47 years, and for those females UNDECIDED in their career aspirations the mean age was 8.43 years.

Table 13
Career Aspiration by Mean Age
of Children

Mean Age of Children	Career Aspiration	Differences in Group Means
8.47	ATTAIN	n.s.
8.43	REMAIN	n.s.
8.43	UNDECIDED	n.s.

To test for statistical differences in the means for the three groups a one-way analysis of variance was applied. At the .05 significance level there was no statistically significant difference.

Family Background

Aspiration and Mother's Education

As indicated by Table 14, 61.5 percent of the females who wished to REMAIN in their current administrative positions had mothers who had less than a high school diploma. For those females who wished to ATTAIN greater administrative responsibilities 60.2 percent of them fell into that category. Sixteen (17.2 percent) respondents in the ATTAIN group had mothers who had graduated from high school, while 23 (22.2 percent) in the REMAIN group had mothers with a high school diploma. A higher percentage (19.4 percent) of the females in the ATTAIN group had mothers with some post-secondary education, as compared to 12.5 percent of those who wished to REMAIN in their current administrative positions.

Table 14
Career Aspiration by Mother's Education

Education Level	Remain		Attain		Undecided		Total	
	N	%	N	%	N	%	N	%
Less than High School Diploma	64	61.5	56	60.2	12	52.1	132	60.0
High School Diploma	23	22.2	16	17.2	8	34.8	47	21.4
Some Post-Secondary Education	13	12.5	18	19.4	3	13.1	34	15.5
Post-Secondary Graduate	4	3.8	3	3.2	0	--	7	3.1
Total	104	100.0	93	100.0	23	100.0	220	100.0

Chi square = 5.462; $p > .05$

A chi square of 5.462 was calculated for Table 14 which falls below the .05 significance level. Therefore, the relationship between career aspiration and level of mother's education is not statistically significant.

Aspiration and Father's Education

Table 15 shows that 80.4 percent (82) of the females who expressed a desire to REMAIN in their present administrative positions had fathers who had not received a high school diploma as compared to 65.2 percent (60) of

the females who wanted to ATTAIN greater administrative responsibilities. For all other categories of education, the females in the ATTAIN group had higher proportions than the females in the REMAIN group.

Table 15
Career Aspiration by Father's Education

Education Level	Remain		Attain		Undecided		Total	
	N	%	N	%	N	%	N	%
Less than High School Diploma	82	80.4	60	65.2	14	66.7	156	72.6
High School Diploma	12	11.8	15	16.3	4	19.0	31	14.4
Some Post-Secondary Education	5	4.9	10	10.9	2	9.5	17	7.9
Post-Secondary Graduate	3	2.9	7	7.6	1	4.8	11	5.1
Total	102	100.0	92	100.0	21	100.0	215	100.0

Chi square = 7.005; $p > .05$

A chi square of 7.005 with a probability greater than .05 level indicates that there is no significant relationship between career aspirations and level of father's education.

Aspiration and Parental Annual Income

Table 16 presents information on career aspirations and level of parental annual income. A greater percentage (28.9 percent) of the females who wished to REMAIN at their current administrative level than those who wished to ATTAIN greater administrative responsibilities (17.2 percent) indicated their parental annual income was low. For the categories of medium and high, the respondents in the ATTAIN group had higher percentages than those in the REMAIN group, with the more noticeable difference existing in the medium category. Sixty-seven (72.0 percent) of the ATTAIN group indicated a medium parental annual income, while 60 (57.7 percent) of the REMAIN group indicated that category. Eight (8.6 percent) of the respondents in the ATTAIN group indicated their parents had a high annual income, while 7 (6.7 percent) of those in the REMAIN group were in that income category.

Table 16
Career Aspiration by Parental Annual Income

Parental Annual Income	Remain		Attain		Undecided		Total	
	N	%	N	%	N	%	N	%
Low	30	28.9	16	17.2	8	34.8	54	24.5
Medium	60	57.7	67	72.0	12	52.2	139	63.3
High	7	6.7	8	8.6	2	8.7	17	7.7
Unknown	7	6.7	2	2.2	1	4.3	10	4.5
Total	104	100.0	93	100.0	23	100.0	220	100.0

Chi square = 8.422; $p > .05$

The value of the chi square obtained on the data in Table 16 is 8.422. This value of the chi square does not reach the significance level of .05. This indicates that parental annual income is not significantly related to career aspiration.

Aspiration and Birthorder

Table 17 indicates that, a larger proportion of females who wished to ATTAIN greater administrative responsibilities were first-born than those who expressed a desire to REMAIN in their present administrative positions, forty-one percent (39) in the ATTAIN group as compared to 29.8 percent (31) in the REMAIN group. The

difference in the proportions between the two groups was not as great for the second-born category. Nineteen (20.5 percent) of the ATTAIN group and 20 (19.2 percent) of the REMAIN group were second-born children. In the other two categories, third-born and fourth or more-born, there were higher proportions in the REMAIN group. Nineteen (18.3 percent) of the REMAIN group and 11 (11.8 percent) of the ATTAIN group were third-born. In the fourth or more-born category, 34 (32.7 percent) of the REMAIN group and 24 (25.8 percent) of the ATTAIN group were in that category. The highest proportion of the ATTAIN group, 41.9 percent (39) were first-born children as compared to the highest proportion, 32.7 percent (34) of the REMAIN group who were fourth or more-born children.

Table 17
Career Aspiration by Birth Order

Birth Order	Remain		Attain		Undecided		Total	
	N	%	N	%	N	%	N	%
First-born	31	29.8	39	41.9	5	21.7	75	34.1
Second-born	20	19.2	19	20.5	6	26.2	45	20.5
Third-born	19	18.3	11	11.8	7	30.4	37	16.8
Fourth or more-born	34	32.7	24	25.8	5	21.7	63	28.6
Total	104	100.0	93	100.0	23	100.0	220	100.0

Chi square = 8.983; $p > .05$

A chi square value of 8.983 was not significant at the .05 level. This indicates there is no significant relationship between birthorder and career aspiration.

Aspiration and Hometown Population

Table 18 shows an analysis of career aspirations by the respondents' hometown population. The largest proportion, 32.7 percent, of females in the REMAIN group came from hometowns where the population was less than 500, as compared to the largest percentage, 28.7 percent, of the females in the ATTAIN group coming from hometowns with populations greater than 13,000. A larger percentage of the REMAIN group (32.7 percent) came from hometowns with populations of less than 500, than did the females in the ATTAIN group (16.0 percent). The same is observed for hometown populations between 500 and 999 where 17.3 percent (18) of the REMAIN group and 13.8 percent (13) of the ATTAIN group are in that category. For hometown populations greater than 5,000, females from the ATTAIN group comprised largest proportions. Twenty-two (23.4 percent) in the ATTAIN group and 22 (21.2 percent) in the REMAIN group were from hometowns with populations between 1000 and 4999. Eleven (10.6 percent) of the REMAIN group and 17 (18.1 percent) of the ATTAIN group grew up in hometowns with populations between 5000 and 12,999. Twenty-seven (28.7 percent) of the females who aspired to greater administrative responsibilities as compared to 19

(18.2 percent) of those who wished to remain at their current administrative level came from hometowns with populations greater than 13,000.

Table 18
Career Aspiration by Hometown Population

Hometown Population	Remain		Attain		Undecided		Total	
	N	%	N	%	N	%	N	%
Less than 500	34	32.7	15	16.0	5	22.7	54	24.6
500-999	18	17.3	13	13.8	4	18.2	35	15.9
1,000-4,999	22	21.2	22	23.4	4	18.2	48	21.8
5,000-12,999	11	10.6	17	18.1	2	9.1	30	13.6
More than 13,000	19	18.2	27	28.7	7	31.8	53	24.1
Total	104	100.0	94	100.0	22	100.0	220	100.0

Chi square = 11.641; $p > .05$

The chi square value of 11.641 indicates that there is no statistically significant relationship between career aspiration and hometown population at the .05 level.

Aspiration and Mother's Occupation

Table 19 shows that the highest proportions of the REMAINS and ATTAINS (75.5 percent and 71.9 percent,

respectively) had mothers whose primary occupation was that of homemaker. Likewise, there was very little difference between the proportions of the ATTAIN group and REMAIN group with respect to the category of non-professional occupations, 18.0 percent (16) for the ATTAIN group and 18.6 percent (19) for the REMAIN group. However, there was a difference in the proportions in the category indicating their mothers' occupations as professional. Nine (10.1) percent of the females who wished to ATTAIN greater administrative responsibilities as compared to 6 (5.9 percent) of the females in the REMAIN group reported that their mother was a professional.

Table 19

Career Aspiration by Mother's Occupation

Mother's Occupation	Remain		Attain		Undecided		Total	
	N	%	N	%	N	%	N	%
Homemaker	77	75.5	64	71.9	17	80.9	158	74.5
Non- professional	19	18.6	16	18.0	3	14.3	38	17.9
Professional	6	5.9	9	10.1	1	4.8	16	7.6
Total	102	100.0	89	100.0	21	100.0	212	100.0

Chi square = 1.760; $p > .05$

A chi square value of 1.760 was calculated for career aspiration and mother's occupation which has a probability greater than the .05 level. Adopting a significance level of .05, the evidence indicates that mother's occupation is not related to career aspiration.

Aspiration and Father's Occupation

As indicated in Table 20, the highest percentages of both the ATTAIN and REMAIN groups had fathers whose occupations were primarily manual/labour. Fifty-four (58.7 percent) of the ATTAIN group as compared to 68 (66.7 percent) of the REMAIN group were in that category. There were more females in the ATTAIN group than in the REMAIN group whose fathers were engaged in professional or non-professional occupations. Twenty-eight (30.4 percent) of the ATTAIN group as compared to 24 (23.5 percent) of the REMAIN group had fathers whose occupations were nonprofessional. In the professional occupations category, 10.9 percent (10) of the females in the ATTAIN group and 9.8 percent (10) of those in the REMAIN group had fathers in that particular category.

Table 20
Career Aspiration by Father's Occupation

Father's Occupation	Remain		Attain		Undecided		Total	
	N	%	N	%	N	%	N	%
Non- professional	24	23.5	28	30.4	8	34.8	60	27.6
Professional	10	9.8	10	10.9	2	8.7	22	10.2
Manual Labour	68	66.7	54	58.7	13	56.5	135	62.2
Total	102	100.0	92	100.0	23	100.0	217	100.0

Chi square = 2.042; $p > .05$

The chi square value calculated for career aspiration and father's occupation was 2.042. This indicates that at the .05 level there is no relationship between these two variables.

Sex-role Ideology

Aspiration and Sex-role Ideology

Table 21 indicates the relationship between career aspiration and sex-role ideology. A mean score on the sex-role ideology scale was calculated for each group of aspirants, the REMAIN group, the ATTAIN group, and the UNDECIDED group. A one-way analysis of variance was used to test the significance of the differences in the means

for the three groups. A significant difference was found at the .05 level between the means on the sex-role ideology scale for the REMAIN group (39.55) and the ATTAIN group (33.55). However, no statistically significant difference was found between any other two groups of aspirants.

Table 21

Career Aspirations by Mean Scores
on Sex-role Ideology Scale

Mean Scores on Sex-role Ideology	Career Aspiration	Differences in Group Means ¹
33.553	ATTAIN	1/2*
39.549	REMAIN	
39.523	UNDECIDED	

¹ Note: This column shows between which groups significant difference exists. For example, 1/2 indicates that the mean score on the sex-role ideology scale for group 1 is significantly different from the mean score for group 2.

* Significant at the .05 level.

In addition to calculating the means for TOTAL scores for each group, means were also calculated for each item on the scale. These means were then subjected to a one-way analysis of variance test to ascertain significant differences. Table 22 displays the findings for each item on the sex-role ideology scale.

Table 22
Distribution of Mean Scores Among Female
Respondents on Each Item on Sex-Role
Ideology Scale

Item	Remain (N = 106)	Attain (N = 95)	Undecided (N = 24)	Differences in Group Means ¹
Q21a	1.838	1.580	1.950	
Q21b	1.722	1.414	1.619	1/2*
Q21c	1.727	1.408	1.600	1/2*
Q21d	1.802	1.576	1.809	
Q21e	2.956	2.223	2.666	1/2*
Q21f	2.808	2.351	2.700	1/2*
Q21g	1.940	1.436	1.894	1/2*
Q21h	1.732	1.468	1.714	1/2*
Q21i	1.480	1.244	1.476	1/2*
Q21j	3.180	2.588	3.142	1/2*
Q21k	1.680	1.404	1.650	1/2*
Q21l	1.921	1.648	2.190	3/2*
Q21m	1.740	1.630	1.714	
Q21n	1.460	1.372	1.157	
Q21o	1.343	1.159	1.190	
Q21p	2.166	1.648	2.300	1 3/2*
Q21q	1.949	1.468	2.263	1 3/2*
Q21r	2.520	1.978	2.750	1 3/2*
Q21s	2.410	2.100	2.550	
Q21t	2.804	2.366	2.684	1/2*

¹ Note: This column shows between which groups significant difference exists. For example, 1/2 indicates that the mean score of group 1 on an item is significantly different from the mean score of group 2.

* Significant at the .05 level.

Family Obligations

Aspiration and Household/Childcare Duties

Table 23 depicts the mean scores of female administrators for household/childcare duties from a possible range of eight (8) to thirty-two (32), provided they responded to all statements. A mean of 12.12 was calculated for the group of females who wished to REMAIN in their current positions, a mean of 12.64 for those who wished to ATTAIN positions with increased administrative responsibilities, and a mean of 11.56 was determined for the group who were undecided. A one-way analysis of variance indicated that no statistically significant differences existed for the means calculated.

Table 23
Career Aspiration by Mean Scores for
Household/Childcare Duties

Mean Scores	Career Aspiration	Difference in Group Means
12.12	REMAIN	n.s.
12.64	ATTAIN	n.s.
11.56	UNDECIDED	n.s.

Aspiration and Geographical Mobility

The three groups of females were compared as to the extent to which family obligations would prevent them from accepting a position that would require relocation of family members to another community. Table 24 shows the mean of their responses to that statement ranging from 1 for rarely to 4 for always. Female administrators who wished to REMAIN in their administrative positions currently held had a mean of 1.70 while those who wished to ATTAIN greater administrative responsibilities had a mean score of 1.91. The group of female administrators in the UNDECIDED category had a mean score of 1.50. A one-way analysis of variance indicated no statistically significant difference in the means.

Table 24
Career Aspiration by Geographical Mobility

Mean Scores	Career Aspiration	Difference in Group Means
1.70	REMAIN	n.s.
1.91	ATTAIN	n.s.
1.50	UNDECIDED	n.s.

Professional Credentials

Aspiration and Certificate

As indicated in Table 25, a greater number of females who wish to ATTAIN greater administrative responsibilities as compared to those who wish to REMAIN in their current administrative positions indicated that their university education is beyond one undergraduate degree. Eighty (85.1 percent) of the females in the ATTAIN group have certificate levels VI or VII, while 69 (66.3 percent) of the REMAIN group have that certificate level. A larger proportion in the REMAIN group than in the ATTAIN group have certificate levels of IV or V. Thirty-two (30.8 percent) in the REMAIN group as compared to 13 (13.8 percent) in the ATTAIN group have certificate levels of IV or V.

Table 25

Career Aspiration by Teaching Certificate Level

Teaching Certificate	Remain		Attain		Undecided		Total	
	N	%	N	%	N	%	N	%
I, II, III	3	2.9	1	1.1	-	-	4	1.8
IV, V	32	30.8	13	13.8	5	21.7	50	22.6
VI, VII	69	66.3	80	85.1	18	78.3	167	75.6
Total	104	100.0	94	100.0	23	100.0	221	100.0

Chi square = 9.642; $p < .05$

The chi square value of 9.642 was calculated for Table 25. It had a probability less than the .05 level. Therefore, evidence indicates that level of teaching certificate and career aspiration are statistically significant at the .05 level.

Aspiration and Experience

Table 26 indicates the mean years of teaching/administrative experience for the three groups of female aspirants. A one-way analysis of variance was applied to test the significance of the differences in the mean for the groups. It was found that the mean of the REMAIN group (23.9 years) was significantly different from the mean of the ATTAIN group (16.5 years) and the mean of the UNDECIDED group (16.2 years) at the .05 level.

Table 26
Career Aspiration by Mean Years of Experience

Mean Years of Experience	Career Aspiration	Differences in Group Means ¹
23.9	REMAIN	1/2, 3*
16.5	ATTAIN	
16.2	UNDECIDED	

¹ Note: This column shows between which groups significant difference exists. For example, 1/2 3 indicates that the mean number of years experience for group 1 is significantly different from both means of group 2 and 3.

* Significant at the .05 level.

Professional Involvement

Aspiration and N.T.A. Involvement (Branch Level)

Table 27 shows the relationship between career aspiration and involvement in the Newfoundland Teachers' Association (N.T.A.) at the local branch level. A higher percentage of female administrators in the ATTAIN group (39.4 percent) than females in the REMAIN group (24.8 percent) indicated that they were involved in the N.T.A. at the branch level.

Table 27
Career Aspiration by N.T.A. Involvement at Branch Level

N.T.A. (Branch)	Remain		Attain		Undecided		Total	
	N	%	N	%	N	%	N	%
No	78	74.3	56	59.6	20	87.0	154	69.4
Yes	26	24.8	37	39.4	3	13.0	66	29.7
No Answer	1	.9	1	1.0	-	-	2	.9
Total	105	100.0	94	100.0	23	100.0	222	100.0

Chi square = 8.888; $p > .05$

A chi square value calculated to be 8.888 was higher than the .05 level of significance. This indicates that there is no statistically significant relationship between career aspiration and involvement in the N.T.A. at the local branch level.

Aspiration and N.T.A. Involvement (Special Interest Councils)

The proportions of female administrators involved in Special Interest Councils of the Newfoundland Teachers' Association are outlined in Table 28. Forty-four (46.8 percent) of the females who wish to ATTAIN positions with increased administrative responsibilities were involved in various Special Interest Councils, while 27 (25.7 percent) of females in the REMAIN category were involved.

Table 28

Career Aspiration by N.T.A. Involvement
(Special Interest Councils)

N.T.A. (Special Interest Councils)	Remain		Attain		Undecided		Total	
	N	%	N	%	N	%	N	%
No	77	73.3	49	52.1	16	69.6	142	64.0
Yes	27	25.7	44	46.8	7	30.4	78	35.1
No. Answer	1	1.0	1	1.1	-	-	2	.9
Total	105	100.0	94	100.0	23	100.0	222	100.0

Chi square = 10.293; $p < .05$

To test the statistical significance of the relationship between career aspiration and involvement in Special Interest Councils of the N.T.A., a chi square

value was calculated. A value of 10.293, was significant at the .05 level.

Aspiration and N.T.A. Involvement (Provincial Level)

Table 29 indicates that females in the ATTAIN category had a higher percentage than those in the REMAIN category who were involved in the Newfoundland Teachers' Association at the provincial level. Fifteen (16.0 percent) of the former group as compared to 3 (2.9 percent) of the latter group indicated they were active participants at the provincial level of the N.T.A..

Table 29

Career Aspiration by N.T.A. Involvement
at Provincial Level

N.T.A. (Provincial Level)	Remain		Attain		Undecided		Total	
	N	%	N	%	N	%	N	%
No	101	96.2	78	83.0	23	100.0	202	91.0
Yes	3	2.9	15	16.0	-	-	18	8.1
No Answer	1	.9	1	1.0	-	-	2	.9
Total	105	100.0	94	100.0	23	100.0	222	100.0

Chi square = 13.996; $p < .05$

A chi square value of 13.996 with a significance level of .007 indicates a strong statistically significant relationship between career aspiration and involvement at the provincial level of the N.T.A..

Aspiration and Involvement in Community Organizations

As Table 30 illustrates, for both the ATTAIN and REMAIN groups, large percentages (66.0 percent and 61.9 percent, respectively) were involved in community organizations. However, a slightly larger proportion (66.0 percent) of the females in the ATTAIN group as compared to 61.9 percent of the REMAIN group were active in community organizations.

Table 30.

Career Aspiration by Involvement in Community Organizations

Involvement in Community Organizations	Remain		Attain		Undecided		Total	
	N	%	N	%	N	%	N	%
No	39	37.1	31	33.0	11	47.8	81	36.5
Yes	65	61.9	62	66.0	12	52.2	139	62.6
No Answer	1	1.0	1	1.0	-	-	2	.9
Total	105	100.0	94	100.0	23	100.0	222	100.0

Chi. square = 1.954; $p > .05$

A chi square value of 1.954 was calculated for the above Table. Its significance level, which was greater than the .05 level adopted for this study, indicated no relationship between career aspiration and involvement in community organizations.

Aspiration and Involvement in School Board Committees

Table 31 indicates the proportions of female administrators involved in committees under the jurisdiction of their school boards. Forty-five (47.8 percent) of the females interested in increasing their administrative responsibilities as compared to forty-five (42.9 percent) indicated that they were actively participating in committees overseen by their school boards.

Table 31

Career Aspiration by Involvement
in School Board Committees

School Board Committees	Remain		Attain		Undecided		Total	
	N	%	N	%	N	%	N	%
No	59	56.1	48	51.1	15	65.2	122	55.0
Yes	45	42.9	45	47.8	8	34.8	98	44.1
No Answer	1	1.0	1	1.1	-	-	2	.9
Total	105	100.0	94	100.0	23	100.0	222	100.0

Chi square = 1.758; $p > .05$

To test for statistical significance, a chi square value was calculated for the above Table. A chi square value of 1.758 indicated that career aspiration and involvement in school board committees were not related.

Aspiration and Involvement in Government Boards

The proportions of female administrators involved in government boards are shown in Table 32. A larger percentage of females in the ATTAIN group than those females in the REMAIN group indicated they were involved in serving on government boards. Twenty-two (23.4 percent) of the ATTAIN group, while 17 (16.1 percent) of the REMAIN group answered "Yes" that they had served on government boards.

Table 32
Career Aspiration by Involvement
with Government Boards

Involvement with Government Boards	Remain		Attain		Undecided		Total	
	N	%	N	%	N	%	N	%
No	87	82.9	71	75.5	19	82.6	177	79.7
Yes	17	16.1	22	23.4	4	17.4	43	19.4
No Answer	1	1.0	1	1.1	-	-	2	.9
Total	105	100.0	94	100.0	23	100.0	222	100.0

Chi square = 1.982; $p > .05$

A chi square value of 1.982, indicates that there is no relationship between career aspiration and involvement in government boards.

Aspiration and Involvement in Other Organizations

Table 33 shows the proportions of female administrators who held offices of leadership with other organizations. Once again those women who wished to ATTAIN greater administrative responsibilities had a higher percentage indicating "yes" than the group of females who wished to REMAIN at their current administrative level. Ten (10.6 percent) females in the ATTAIN category and 8 (7.6 percent) females in the REMAIN category indicated their involvement in other organizations.

Table 33
Career Aspiration by Involvement
in Other Organizations

Involvement in other Organizations	Remain		Attain		Undecided		Total	
	N	%	N	%	N	%	N	%
No	96	91.4	83	88.3	20	87.0	199	89.6
Yes	8	7.6	10	10.6	3	13.0	21	9.5
No Answer	1	1.0	1	1.1	-	-	2	.9
Total	105	100.0	94	100.0	23	100.0	222	100.0

Chi square = 1.139; $p > .05$

To test for statistical significance of these two variables, a chi square value was again calculated. A chi square value of 1.139 indicates that there is no relationship between career aspiration and involvement in other organizations.

Encouragement

Aspiration and Encouragement from Co-workers

The percentages of female administrators who had received encouragement from their co-workers when applying for an administrative position are illustrated in Table 34. A higher percentage of females in the ATTAIN group (60.6 percent) than in the REMAIN group (55.2 percent) indicated that they had received encouragement from their co-workers.

Table 34

Career Aspiration by Encouragement from Co-workers

Encouragement from Co-workers	Remain		Attain		Undecided		Total	
	N	%	N	%	N	%	N	%
No	46	43.8	37	39.4	14	60.9	97	43.7
Yes	58	55.2	57	60.6	9	39.1	124	55.8
No Answer	1	1.0	-	-	-	-	1	.5
Total	105	100.0	94	100.0	23	100.0	222	100.0

Chi square = 4.615; $p > .05$

A chi square value of 4.615 indicates that there is no statistical significance in the relationship between career aspiration and encouragement from co-workers.

Aspiration and Encouragement from Friends

Table 35 shows a breakdown of those females who, when applying for an administrative position, had received encouragement from friends. There was a higher proportion of women wanting to ATTAIN higher administrative positions who had received encouragement from friends than women who wished to REMAIN at their present administrative level. Fifty-eight (61.7 percent) of the females in the ATTAIN group and 48 (45.7 percent) of the females in the REMAIN group indicated they had received encouragement from friends in applying for an administrative position.

Table 35
Career Aspiration by Encouragement from Friends

Encouragement from Friends	Remain		Attain		Undecided		Total	
	N	%	N	%	N	%	N	%
No	56	53.3	36	38.3	15	65.2	107	48.2
Yes	48	45.7	58	61.7	8	34.8	114	51.3
No Answer	1	1.0	-	-	-	-	1	.5
Total	105	100.0	94	100.0	23	100.0	222	100.0

Chi square = 3.823; $p > .05$

A chi square value calculated to be 8.823 had a significance level of .06. Therefore, a statistically significant relationship between career aspiration and encouragement from friends was not established.

Aspiration and Encouragement from Superiors

The percentages of female aspirants who had received encouragement from administrative superiors when applying for an administrative position are indicated in Table 36. In contrast to the findings on encouragement from co-workers and friends, the females in the REMAIN category had a higher proportion receiving encouragement from superiors than did females in the ATTAIN category. Seventy-five (71.4 percent) of the REMAIN group as compared to 56 (59.6 percent) of the ATTAIN group indicated they had received encouragement from their superiors when applying for an administrative position.

Table 36
Career Aspiration by Encouragement from Superiors

Encouragement from Superiors	Remain N %	Attain N %	Undecided N %	Total N %
No	29 27.6	38 40.4	12 52.2	79 35.5
Yes	75 71.4	56 59.6	11 47.8	142 64.0
No Answer	1 1.0	- -	- -	1 .5
Total	105 100.0	94 100.0	23 100.0	222 100.0

Chi square = 7.518; $p > .05$.

A chi square value of 7.518 indicated that no statistical significance existed between career aspiration and encouragement from superiors when applying for an administrative position.

Aspiration and Encouragement from Family Members

As indicated in Table 37, a larger percentage of females who expressed a desire to ATTAIN increased administrative responsibilities had received encouragement from family members than those females who were content to REMAIN at their current administrative level. Seventy-seven (81.9 percent) of the females in the ATTAIN group, while 50 (47.6 percent) of those in the REMAIN group indicated that when applying for an administrative position they received encouragement from family members.

Table 37

Career Aspiration by Encouragement from Family Members

Encouragement from Family Members	Remain		Attain		Undecided		Total	
	N	%	N	%	N	%	N	%
No	54	51.4	17	18.1	12	52.2	83	37.4
Yes	50	47.6	77	81.9	11	47.8	138	62.1
No Answer	1	1.0	-	-	-	-	1	.5
Total	105	100.0	94	100.0	23	100.0	222	100.0

Chi square = 27.596; $p < .05$

A chi square value of 27.596, with a significance level greater than the .05 level adopted for this study, indicated a relationship between career aspiration and encouragement by family members.

Aspiration and Encouragement from Other Sources

Table 38 illustrates the proportions of female administrators who had received encouragement from others when applying for an administrative position. Three (3.2 percent) of the females in the ATTAIN group and 3 (2.8 percent) of the females in the REMAIN group indicated that they had received encouragement from people other than co-workers, friends, superiors, and family members.

Table 38

Career Aspiration by Encouragement from Other Sources

Encouragement from Other Sources	Remain		Attain		Undecided		Total	
	N	%	N	%	N	%	N	%
No	101	96.2	91	96.8	23	100.0	215	96.8
Yes	3	2.8	3	3.2	-	-	6	2.7
No Answer	1	1.0	-	-	-	-	1	.5
Total	105	100.0	94	100.0	23	100.0	222	100.0

Chi square = 1.856; $p > .05$

Setting the significance level for this study at .05, a chi square value calculated to equal 1.856 for the above table indicates that there is no statistical significance between career aspiration and encouragement from other sources when applying for an administrative position.

Aspiration and Encouragement from Husband

Table 39 shows the proportions of married female administrators who had received encouragement from their husbands when applying for their current administrative positions. Sixty-one (92.5 percent) of the females in the ATTAIN group and 53 (93.0 percent) of the females in the REMAIN group indicated that they had been encouraged by their husbands when they applied for their current administrative positions.

Table 39

Career Aspiration by Encouragement from Husband

Encouragement from Husband	Remain		Attain		Undecided		Total	
	N	%	N	%	N	%	N	%
Strongly Encouraged/ Encouraged	53	93.0	61	92.5	8	88.9	122	92.4
No Opinion	4	7.0	2	3.0	-	-	6	4.5
Discouraged/ Strongly Discouraged	-	-	3	4.5	1	11.1	4	3.1
Total	57	100.0	66	100.0	9	100.0	132	100.0

Chi square = 5.689; $p > .05$

A chi square test resulted in a value of 5.689 which does not reach the .05 level of significance set as acceptable for this study. This indicates that there is no relationship between career aspiration and encouragement from husband when applying for current administrative positions.

Aspiration and Attitude of Husband

Female aspirants who were married or had ever been married were compared using the variable of their husbands' attitude toward their career. Table 40 illustrates the proportions of the three groups of females. The highest percentages of all three groups

indicated that their husbands felt their wives' careers were equally as important as their own. Forty-two (71.2 percent) of those females in the REMAIN category and 50 (73.5 percent), of those in the ATTAIN category said that their husbands considered their wives' career equally as important as their own. All nine (100 percent) of those females UNDECIDED about their career aspirations indicated a similar response.

Table 40
Career Aspiration by Husband Attitude

Husband Attitude	Remain		Attain		Undecided		Total	
	N	%	N	%	N	%	N	%
Less important	5	8.5	7	10.3	-	-	12	8.8
Equally important	42	71.2	50	73.5	9	100.0	101	74.3
No Opinion	2	3.4	-	-	-	-	2	1.5
More important	10	16.9	11	16.2	-	-	21	15.4
Total	59	100.0	68	100.0	9	100.0	136	100.0

Chi square = 5.962; $p > .05$

A chi square value of 5.962 was calculated for Table 40 which does not reach the probability level of .05. This indicates that husband's attitude toward career is not significantly related to career aspiration.

Aspiration and Attitude of Family Members

Table 41 indicates percentages of female administrators whose parents or children encouraged them in advancing their careers. Seventy-eight (91.8 percent) of females in the REMAIN category and 84 (96.6 percent) of females in the ATTAIN category indicated that the attitude of their parents or children toward their career advancement was one of encouragement.

Table 41
Career Aspiration by Attitude of Family Members

Family Members' Attitude	Remain		Attain		Undecided		Total	
	N	%	N	%	N	%	N	%
Strongly Encouraged/ Encouraged	78	91.8	84	96.6	18	94.7	180	94.2
No Opinion	6	7.1	3	3.4	1	5.3	10	5.3
Discouraged/ Strongly Discouraged	1	1.1	-	-	-	-	1	.5
Total	85	100.0	87	100.0	19	100.0	191	100.0

Chi square = 2.422; $p > .05$

The resulting chi square of 2.422 for Table 41 is above the .05 level. * This indicates that there is no statistically significant relationship between attitude of family members toward career advancement and career aspiration.

Summary

Comparison of the three groups of female aspirants was made for each independent variable through the use of tabulated frequencies and percentages and through means for each group. The application of chi square and one-way analysis of variance tested for statistical relationships of career aspirations to these selected factors. A probability level of .05 was set as the level of acceptance for statistical significance.

The relationship between mean age and career aspiration was statistically significant. Statistically significant relationships were also found between career aspirations and marital status, sex-role ideology, professional credentials and involvement in the Newfoundland Teachers' Association at the provincial level and special interest councils.

Career aspiration was found to be not statistically related to the age and number of children, family background, family obligations, involvement in the Newfoundland Teachers' Association at the local branch level and other selected organizations, and encouragement from others.

PERCEIVED BARRIERS AND FACILITATORS

Question 4

What factors are perceived by female administrators in Newfoundland and Labrador as barriers to and facilitators of their career aspirations?

Statistical data for analyzing the perceptions of female administrators with respect to barriers to and facilitators of their career aspirations were gathered by asking respondents to rank those factors they felt had hindered and helped their career aspirations. Tables 42 and 43 illustrate the results.

Perceived Barriers

Table 42 presents a percentage frequency distribution of perceived barriers of female administrators to their career aspirations. The factor most often ranked as one (1), the most hindering factor, was lack of professional credentials. It was ranked most hindering factor 45 (27.9 percent) times out of the total 161 responses. Second place, was family constraints as most hindering, mentioned 43 (26.8 percent) times of the total responses. However, family constraints was listed most often, 33 (32.5 percent) times as being least hindering factor to career aspirations.

Table 42
Frequency Distribution: Factors
Hindering Career Aspirations

Factor	Most Hindering		Second		Least Hindering	
	(f)	Percent	(f)	Percent	(f)	Percent
Lack of credentials	45	27.9	30	24.2	18	17.6
Family constraints	43	26.8	20	16.2	33	32.5
Other	28	17.4	10	8.0	15	14.7
Employer's Attitude	24	14.9	22	17.7	8	7.8
Traditional women's roles	12	7.5	8	6.5	5	4.9
Age	8	4.9	26	20.9	21	20.6
Parental Discouragement	1	.6	8	6.5	2	1.9
Total	161	100.0	124	100.0	102	100.0

Perceived Facilitators

A frequency distribution of perceived facilitators, those factors contributing to the career aspirations of the female respondents, is presented in Table 43. The perceived facilitator most often mentioned as being the most contributing factor was professional credentials. It was ranked most contributing 22.7 percent (50) of the total responses. The factor most often ranked as being the least contributing was employer's encouragement (21.2 percent).

Table 43

Frequency Distribution: Factors Contributing
to Career Aspirations

Factor	Most Contributing		Second		Least Contributing	
	(f)	Percent	(f)	Percent	(f)	Percent
Professional Credentials	50	22.7	39	17.6	37	18.2
Parental Encouragement	48	21.8	30	13.6	25	12.3
Spouse's Encouragement	43	19.5	41	18.6	22	10.8
Others	24	10.9	6	2.7	14	6.9
Employer's Encouragement	23	10.5	40	18.1	43	21.2
Liberated Women's Roles	20	9.1	25	11.3	30	14.8
Professional/Community involvement	12	5.5	40	18.1	32	15.8
Total	220	100.0	221	100.0	203	100.0

Summary

Respondents were asked to indicate their perceptions of barriers to and facilitators of their career aspirations by ranking selected factors. The factor most often indicated as the most contributing was professional credentials, while employer's encouragement was most often given as being the least contributing factor.

With respect to barriers to their career aspirations, respondents ranked lack of credentials as the most hindering factor. Family constraints was ranked most often as the least hindering factor.

REASONS FOR CAREER ASPIRATIONS

Question 5

What reasons are given by female administrators in Newfoundland and Labrador for their career aspirations?

Respondents were invited in an open-ended question in Section IV of the questionnaire to express their reasons for either wanting to REMAIN in a position with the same administrative duties or for wanting to ATTAIN a position which would involve greater administrative responsibilities. The reasons supplied by respondents were many and varied. However, there were several reasons that were given repeatedly. Tables 44 and 45 show the reasons given for the ATTAIN aspirations and REMAIN aspirations, respectively. Following each table is a broad sampling of the written comments provided by respondents.

Table 44
Frequency Distribution: Reasons for
'ATTAIN' Aspirations

Reason Provided	Frequency (f)	Percent
Challenge	32	23.2%
Self-satisfaction	26	18.8
Feel qualified	21	15.2
Input into decision making	20	14.5
Opportunity for professional growth	10	7.2
Enjoy leadership roles	9	6.5
Need to increase number of female administrators	9	6.5
Increased salary	7	5.1
Provide role models for female students	2	1.5
Less family constraints	2	1.5
Total	138	100.0

As is evidenced from Table 44, the reason given most often for wanting to ATTAIN greater administrative responsibilities was the need to be challenged. It comprised 32 (23.2 percent) of the responses.

Written Comments - "Attain Aspirations"

At each step in my career I learn the role and functions at each level. After a few years I am ready to move to a new challenge.

The number of female superintendents in the province is "0". I feel women have a contribution to bring to senior decision-making within our school structures and I feel qualified to bring a professional perspective to this structure.

Primarily, I have an interest in working on improving educational opportunities for children and I feel that I might more effectively do so through having a position of responsibility--one where there are opportunities for decision-making.

I secretly feel a need to see women in more administrative roles in such a male dominated society. As well, I feel I have a special gift which I would use in the facilitation of positive and effective change.

I feel I have the capabilities such as organizational abilities, good interpersonal relationships, good decision-making ability, and a philosophy that incorporates high standards of education.

I feel that more women are needed in upper echelon positions because they have an untapped resource of talents and skills not found among male administrators. Role models are needed for female students.

Natural personal development leading to a need for greater responsibility/challenge and a willingness to make increasing contributions to the profession as a whole.

For the challenge that these positions would offer and personal and social advantages.

Mental stimulation, broader scope, change of pace, more independence, more money, less frustrating.

Presently working on graduate program. Less family constraints as children grow older. Very much interested in field of education. Feel that I have the capability for administrative positions.

I feel more women should be in positions of administrative responsibility. I feel I have much to offer personally because of my experience. I want to utilize my abilities to their limits. I feel with each advancement I learn so much and I must learn as long as I can.

I would like to develop my potentials as much as possible. I feel that I can be an effective administrator. I feel I can have a positive and motivating effect upon a staff.

I am not afraid of trying new things, of being wrong, of delegating duties to those best able to handle them and think these qualities are important to administrators.

To get a better understanding of the overall educational system, personal fulfillment and growth, professional fulfillment and growth.

I feel that being in one position for too long can have negative effects on a person's attitudes and effectiveness. There should be opportunities for advancement to encourage people to pursue new areas of knowledge, methodologies, etc..

Table 45

Frequency Distribution: Reasons for
'REMAIN' Aspirations

Reason Provided	Frequency (f)	Percent
Content in current position	31	28.4%
Nearing retirement age	23	21.1
Prefer direct contact with students	17	15.6
Increased responsibilities too stressful	13	11.9
Lack of qualifications	12	11.0
Family constraints	10	9.2
Poor health	3	2.8
Total	109	100.0

As Table 45 illustrates, the reason given most often for wanting to REMAIN in the present administrative position was the feeling of contentment. It comprised 31 (28.4 percent) of the responses.

Written Comments - "Remain Aspirations"

I feel perfectly fulfilled in my present position. I am doing work I am highly qualified for and which I derive great satisfaction from.

I value the time spent with my children. Advancement would mean giving up this valuable time.

Age--too near retirement.

Family--not free to do so.

Not sufficiently educated.

I am happy with my present responsibilities and I find my job challenging enough.

Living very comfortably in a small community. Being there when my husband and child need me. Health reasons.

I enjoy working with children and to aspire to a position in which I am not directly involved with them would not be satisfying to me.

At my age, I would not want to move away from home to accept such a position.

I have been principal of a high school for the past twelve years and I feel the workload has increased tremendously.

The administrative responsibilities would be too great and too demanding.

The main reason at this point in time is family constraints.

I enjoy my work in the classroom. I am quite satisfied teaching the courses and looking after my department responsibilities.

Too, too many 'headaches'. I believe that I can help more by being full-time in the classroom.

I prefer to be in direct service--more content-oriented, etc., and more in touch with children. I like administration but I find the extra administrative stuff boring.

At my age and after 28 years I do not need any more stress in my life.

Summary

Various reasons for the nature of their career aspirations were provided by the female administrators in the study. However, respondents often cited common reasons. The desire for a challenge was the reason most often provided by those females interested in ATTAINING a position involving greater administrative duties. A feeling of contentment/satisfaction was cited most often as the reason for wanting to REMAIN at the current administrative level in the hierarchy.

CHAPTER SUMMARY

This chapter of the study answers the five (5) research questions outlined in the purpose of the study. To facilitate that end, information supplied by the Department of Education and by female administrators on the "Female Administrator's Questionnaire" was analyzed. An attempt was made to establish the status of female educators in Newfoundland and Labrador and to examine the career aspirations of female administrators in the province. In addition, factors influencing these career aspirations were ascertained, as well as the perceptions of these female administrators regarding barriers to and facilitators of their career aspirations. Finally, some consideration was given to reasons supplied by female administrators for the nature of their career aspirations.

CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

THE PROBLEM

The major purpose of this study was to ascertain the present status of female educational administrators in the province of Newfoundland and Labrador, examine their career aspirations, and determine the factors influencing these aspirations. The study lends itself to five main categories of data designed to answer the following questions:

1. What is the present status of female educators in Newfoundland and Labrador?
2. What are the career aspirations of female administrators in Newfoundland and Labrador?
3. What factors are influencing the career aspirations of female administrators in Newfoundland and Labrador?
4. What are the perceptions of female administrators in Newfoundland and Labrador with respect to barriers to and facilitators of their career aspirations?
5. What are reasons put forth by female administrators in Newfoundland and Labrador for their career aspirations?

Instrumentation and Methodology

To establish the status of female educators in Newfoundland and Labrador for the school year 1986-87, a preliminary survey covering all denominational school systems in the province was undertaken. Frequencies and percentages were compiled from information supplied by the provincial Department of Education and through examination of various directories.

The instrumentation used to gather data for analysis of career aspirations was a questionnaire entitled "Female Administrator's Questionnaire". The development of the instrument went through various phases before being actually mailed to the entire population of female administrators employed in this province. The development included pre-testing with a group of graduate students, a presentation to a panel of professors and graduate students during the thesis proposal stage, and testing in a pilot study with fourteen (14) female administrators across Canada.

Data collection was conducted during late March, April, May, and June of 1987. Frequencies and percentages were tabulated, means were calculated when necessary, and chi-square tests, and one-way analysis of variance tests were applied when appropriate. A significance level of .05 was set for this study.

The Population

Questionnaires were mailed to a total of 300 female administrators in Newfoundland and Labrador which constituted the total population. However, not all questionnaires were returned. The total number of questionnaires included for analysis in this study was 225, 75 percent of the total mailed to the population.

SUMMARY OF FINDINGS

The following findings were reported in the preceding chapter. The first four items apply to the status of female educators in the province of Newfoundland and Labrador. The remaining items pertain to the career aspirations of female administrators in Newfoundland and Labrador.

1. Approximately 54 percent of the 8,623 teachers in the province recorded for July 1987 were females, while 46 percent were males. However, percentages varied with different denominational systems. For example, 48.7 percent of the 4,895 teachers in the Integrated System were women; 63.1 percent of the 3,271 teachers in the Roman Catholic System were women; 49.2 percent of the 427 teachers with the Pentecostal System were women; and 50 percent of the 30 teachers employed by the Seventh Day Adventist System were women.

2. The distribution of school administrators for 1986-87 was in favour of males. Two hundred and forty-one (19.6 percent) of all the school administrators in the province were female. This figure includes department chairpersons, vice-principals, and principals. For the Integrated System, 10.4 percent (76) of their 730 school administrators were female; 38.1 percent (159) of the 418 school administrators in the Roman Catholic System were female; the Pentecostal System employed 4 (5.3 percent) female school administrators out of a total of 76; and 2 (40 percent) of the five school administrators in the Seventh Day Adventist System were women.

3. There was an imbalance in disfavour of females as central office personnel for the 1986-87 school year. For the province as a whole, 20.1 percent (59) of the 293 central office personnel were female. This figure includes assistant/associate superintendents and curriculum coordinators. No system had a female superintendent; 4 (6.5 percent) of the 62 assistant/associate superintendents were females, and 55 (27.9 percent) of the 197 curriculum coordinators were females. The Integrated System employed 25 (14.1 percent) female central office personnel from a total of 177; 34 (32.1 percent) females were employed by the Roman Catholic System from a total of 106; the Pentecostal and Seventh Day Adventist Systems did not employ any females at the central office level of the education hierarchy.

4. In the Roman Catholic System, 53.6 percent (45) of the 84 female school principals were members of religious orders. A total of 84 (44.7 percent) of the 188 principals in that system were females.

5. One hundred and six (47.1 percent) of the 225 female administrators who responded to the "Female Administrator's Questionnaire" expressed the desire to REMAIN at their current administrative level; 95 (42.2 percent) indicated a desire to ATTAIN greater administrative responsibilities; and 10.7 percent (24) were UNDECIDED in their career aspirations. Twenty eight (29.5 percent) of the 95 who aspired to greater administrative responsibilities expressed an interest in the superintendency as the highest position desired.

6. Female administrators who wished to REMAIN in their current administrative positions were older than those who were UNDECIDED in their career aspirations. Female administrators who expressed an interest in greater administrative responsibilities were the youngest of the three groups of aspirants. Mean ages for the REMAIN, UNDECIDED, and ATTAIN groups were 45.2, 39.2, and 38.3 years respectively, statistically significant at the .05 level.

7. Marital status was found to be related to career aspirations at the .05 level. Contributing to this relationship was the higher percentage of the REMAIN category in religious orders (22.9 percent), compared to

the percentage of the ATTAIN category in religious orders (8.5 percent).

8. The number of children for all three groups of females was relatively small. No statistically significant relationship was established between career aspiration and the number of children.

9. The mean ages of dependent children for all three groups of aspirants were approximately the same and were not significantly related to career aspirations.

10. There was no statistically significant relationship between family background and career aspirations.

11. Female administrators who aspired to positions with greater administrative responsibilities had a mean score on the sex-role ideology scale that was lower and more towards the "liberated" end of the continuum than did the other two groups of aspirants. A statistically significant relationship at the .05 level was established between sex-role ideology and career aspirations.

12. Family obligations were not significantly related to career aspirations.

13. Those females in the ATTAIN group had a larger percentage (85.1 percent) with certificate level of VI, VII, than did the other two groups. A statistically significant relationship was established between level of certificate and career aspirations.

14. Years of teaching/administrative experience and career aspirations were found to be significant at the .05 level. Those who wished to REMAIN in their present administrative positions had the highest mean years (23.9 years) of experience.

15. Two areas of professional involvement and career aspirations were found to be statistically significant. These were involvement in the Newfoundland Teachers' Association Special Interest Councils and Provincial Executive.

16. Encouragement and career aspirations were not related, except from family members.

17. The factor perceived by female administrators as the most hindering one was lack of credentials. The one perceived as least hindering was family constraints.

18. The factor perceived as most facilitating to career aspirations was professional credentials. The one perceived as least facilitating was employer's encouragement.

19. The reason most often given by female administrators for wishing to ATTAIN greater administrative responsibilities was the need for a challenge.

20. Being content/satisfied with their current position was the reason most often given for wanting to REMAIN at the present administrative level.

CONCLUSIONS

The preceding findings lead to the following conclusions:

1. A situation exists in the province of Newfoundland and Labrador whereby there is an imbalance in favor of females as classroom teachers, but an imbalance in disfavour of females as school administrators and central office personnel.

2. Females who are in administrative positions in the school systems in Newfoundland and Labrador occupy staff positions rather than line positions and the imbalance in disfavour of females becomes greater as administrative responsibilities increase until they become nonexistent at the superintendency level.

3. The Roman Catholic System has a higher percentage of female administrators at every level in the hierarchy. For example, the total number of lay women who are principals in the Roman Catholic System outnumbers the total number of female principals employed by the Integrated System.

4. There are female administrators in Newfoundland and Labrador who aspire to positions involving increased administrative responsibilities, including the superintendency.

5. Female administrators who do not aspire to greater administrative responsibilities are older, more "traditional" in their sex-role ideology, are nearing

retirement, have less university education, and are less involved in professional organizations.

6. Female administrators who aspire to positions with greater administrative responsibilities are younger, more "liberated" in their sex-role ideology, are in the beginning or middle of their careers, have more than one university degree, and are involved in professional organizations.

7. Marital status and family obligations are not factors acting as deterrents to career aspirations of female administrators.

8. Family background was not significantly related to career aspirations of female administrators. Neither was encouragement from others, except from family members.

9. Female administrators perceive lack of credentials as a barrier to their career aspirations and acquisition of credentials as a facilitator of their career aspirations.

10. Female administrators view the attainment of increased administrative duties as a challenge. Others wish to remain in their current positions because they are content.

RECOMMENDATIONS

Based on the findings and conclusions of this study, the following are recommendations for action and further study.

Recommendations for Action

1. Based on the data presented in this study, it is recommended that the provincial Department of Education and the Newfoundland Teachers' Association review and revise hiring practices of school boards to ensure that the present imbalance in disfavour of females in administration be corrected, possibly through the implementation of an Affirmative Action Programme.

2. It is recommended that undergraduate and graduate Education students at Memorial University be given an option to complete a course which would deal with issues concerning females as educational administrators.

3. Steps should be taken by the Newfoundland Teachers' Association to devise professional development seminars for female educators as a means of making them more aware of themselves and their career aspirations.

4. It is recommended that female educators provide role models for secondary and post-secondary female students in an attempt to raise their consciousness level with respect to their potentialities and career aspirations.

Recommendations for Further Study

Further research might be done in the following areas:

1. Career aspirations of secondary students in Newfoundland schools.

2. In-school sex-role socialization of primary students in Newfoundland schools.

3. Factors influencing career satisfaction of female administrators in Newfoundland and Labrador.

4. Attitudes of teachers toward male and female educational administrators in Newfoundland and Labrador.

5. Career paths of superintendents in Newfoundland and Labrador: implications for upwardly mobile female administrators.

6. Attitudes of spouses toward career aspirations of female administrators.

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APPENDICES

APPENDIX A
QUESTIONNAIRE

FEMALE ADMINISTRATOR'S QUESTIONNAIRE

Section I

Please check (✓) the appropriate answer for each item.

1. I wish to:

- a) remain in my present administrative position for the duration of my career ()
- b) attain an administrative position involving greater responsibilities ()

2. Indicate your present position and the highest position you wish to attain during your career.

	<u>Present Position</u>	<u>Highest Position Desired</u>
a) department chairperson	()	()
b) vice-principal	()	()
c) principal	()	()
d) district curriculum coordinator	()	()
e) assistant/associate superintendent	()	()
f) superintendent	()	()

Section II

Please check (✓) the appropriate answer for each item or place your answer in the space(s) provided.

3. Your school board:

- a) Integrated ()
- b) Roman Catholic ()
- c) Pentecostal ()
- d) Seventh Day Adventist ()

4. Your age as of last birthday:

5. Your marital status:

- a) single ()
- b) married ()
- c) separated ()
- d) divorced ()
- e) widowed ()
- f) religious order ()

6. Number of children:

7. The age of youngest dependent child residing at home:

8. Your parents' highest educational attainment:

	mother	father
a) grade 6 or less	()	()
b) some high school	()	()
c) high school graduate	()	()
d) some college/university	()	()
e) college/university graduate	()	()
f) graduate or professional degree beyond bachelor's degree	()	()

9. Your parents' usual occupation:

	mother	father
a) sales/service worker	()	()
b) proprietor/manager	()	()
c) clerical	()	()
d) professional	()	()
e) homemaker	()	()
f) farmer/fisherman/logger	()	()
g) laborer	()	()
h) other (specify) _____	()	()

10. The approximate annual (combined) income category for your parental family during your last year in high school (in relation to other families at that period in time):

a) low income	()	c) high income	()
b) medium income	()	d) unknown	()

11. The approximate population of hometown community where you spent most of your childhood:

a) less than 200	()	e) 5,000 - 12,999	()
b) 200 - 499	()	f) 13,000 - 16,999	()
c) 500 - 999	()	g) 17,000 - 24,999	()
d) 1,000 - 4,999	()	h) 25,000 plus	()

12. Your birth order position among the children in your parental family:

a) first-born	()	e) fifth-born	()
b) second-born	()	f) sixth-born	()
c) third-born	()	g) seventh-born	()
d) fourth-born	()	h) eighth-or-more-born	()

13. Your total years of teaching and administrative experience combined (including this year):

14. Your teaching certificate level:

- | | |
|------------------------|------------------|
| a) Grade I or less () | e) Grade V () |
| b) Grade II () | f) Grade VI () |
| c) Grade III () | g) Grade VII () |
| d) Grade IV () | |

15. Office(s) or position(s) of leadership ever held in organizations:

- | | |
|---------------------------------------|-----|
| a) N.T.A. (branch level) | () |
| b) N.T.A. (special interest councils) | () |
| c) N.T.A. (provincial level) | () |
| d) community organization(s) | () |
| e) school board committee(s) | () |
| f) government board(s)/committee(s) | () |
| g) other (specify) _____ | () |

16. Source(s) of encouragement when applying for an administrative position:

- | | |
|--------------------------|-----|
| a) co-worker(s) | () |
| b) friend(s) | () |
| c) superior(s) | () |
| d) family member(s) | () |
| e) other (specify) _____ | () |

17. If you are married, or were ever married, the attitude of your husband toward your applying for your present position:

- | | |
|-------------------------|-----|
| a) strongly encouraged | () |
| b) encouraged | () |
| c) no opinion | () |
| d) discouraged | () |
| e) strongly discouraged | () |
| f) not applicable | () |

18. If you are married, or were ever married, the attitude of your husband toward your career:

- | | |
|---|-----|
| a) less important than his career/job | () |
| b) equally as important as his career/job | () |
| c) no opinion | () |
| d) more important than his career/job | () |
| e) not applicable | () |

19. The attitude of other family members - parents or children (excluding your spouse) to your career advancement:

- | | |
|------------------------|-----|
| a) strongly encourage | () |
| b) encourage | () |
| c) no opinion | () |
| d) discourage | () |
| e) strongly discourage | () |
| f) not applicable | () |

For each of the following statements, please circle the appropriate number on the scale.

- 1 - Rarely
2 - Occasionally
3 - Frequently
4 - Always

20. Household chores and childcare duties:

	Rarely	Occasionally	Frequently	Always
a) are <u>my</u> responsibility	1	2	3	4
b) require me to go home immediately after school	1	2	3	4
c) interfere with the preparation of my professional work at home	1	2	3	4
d) impede my willingness to apply for a position with greater administrative responsibilities	1	2	3	4
e) make it difficult for me to attend functions and activities related to my profession	1	2	3	4
f) prevent me from accepting a position that would require the relocation of all family members to another community	1	2	3	4
g) interfere with improving my professional credentials	1	2	3	4
h) prevent me from being involved in professional organizations	1	2	3	4

21. Please indicate the extent of your agreement, or disagreement, with each of the following statements by circling the appropriate number on the scale.

- 1 - Strongly Disagree
2 - Disagree
3 - Uncertain
4 - Agree
5 - Strongly Agree

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
a) The husband should be regarded as the head of the household.	1	2	3	4	5
b) In a marriage, the woman should be primarily responsible for the housework.	1	2	3	4	5
c) A woman's work should be fundamentally different in nature from a man's work.	1	2	3	4	5
d) A woman is not truly fulfilled until she is a mother.	1	2	3	4	5
e) When she marries, a woman should take her husband's name.	1	2	3	4	5
f) Women should not expect monetary compensation for their family responsibilities.	1	2	3	4	5
g) Marriage should interfere more with a woman's career than a man's career.	1	2	3	4	5
h) A man's main responsibility as a father is to provide financial support.	1	2	3	4	5
i) A man's job is too important for him to be responsible for household chores.	1	2	3	4	5
j) The first duty of a woman is to home and family.	1	2	3	4	5

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
k) A woman should be more concerned with supporting the advancement of her husband's career than with having a career of her own.	1	2	3	4	5
l) Most women cannot successfully combine the roles of wife, mother, and worker.	1	2	3	4	5
m) The first duty of a man is to his job.	1	2	3	4	5
n) Women should not be given equal opportunities with men.	1	2	3	4	5
o) Women are not as suited as men to administrative positions.	1	2	3	4	5
p) Married women should forfeit advancement opportunities in their jobs in favour of family.	1	2	3	4	5
q) Women should be expected to subordinate their careers to home duties to a greater extent than men.	1	2	3	4	5
r) A woman should be willing to resign her job to follow her husband.	1	2	3	4	5
s) A woman should not expect her family to move in order to advance her career.	1	2	3	4	5
t) Women should place promotion to administrative positions second to their interest in marriage and family.	1	2	3	4	5

Section III

1. Rank the three factors in your personal and professional life which you feel have most hindered your career aspirations. Rank 1 for the factor most hindering through to 3 for least hindering factor.

a) Age	()
b) Family constraints	()
c) Parental discouragement	()
d) Lack of professional credentials	()
e) Personal philosophy of women's roles as "traditional"	()
f) Employer's attitude toward hiring females	()
g) Other (specify) _____	()

2. Rank the three factors in your personal and professional life which you feel have contributed most to your career aspirations. Rank 1 for most contributing through to 3 for least contributing.

a) Parental encouragement/support	()
b) Spouse's encouragement/support	()
c) Employer's encouragement/support	()
d) Personal philosophy of women's roles as "liberated"	()
e) Professional/community involvement	()
f) Professional credentials	()
g) Other (specify) _____	()

Section IV

1. If you are interested in attaining a position with greater administrative responsibilities, please indicate reasons for your aspirations.

2. If you are not interested in attaining a position with greater administrative responsibilities, please indicate reasons why not.

Thank you for your time and effort. It is greatly appreciated.

APPENDIX B**Correspondence**



MEMORIAL UNIVERSITY OF NEWFOUNDLAND

St. John's, Newfoundland, Canada A1B 3X8

Department of Educational Administration

Telex: 016-4101

Tel.: (709) 737-7647 'X

August 15, 1987

ROY, Sheila
Director, Curriculum Branch
Ministry of Education
Ontario Government
900 Bay Street - Room 1660
Mowat Block
Toronto, Ontario
M7A 1L2

Dear Sheila:

I trust that this note finds you well, and that you have had an enjoyable summer.

One of our graduate students in Educational Administration, Myrtis V. Guy, is conducting research for a Master's Thesis entitled "Factors Influencing the Career Aspirations of Female Education Administrators in Newfoundland and Labrador." I think that the cross-section of female participants at the Banff C.E.A. would be ideal to assist with the validation of her questionnaire, and your personal help would be most appreciated.

In completing the questionnaire yourself, we would ask that you please note the following:

- the time it took
- any indication(s) of ambiguity
- any indication(s) of redundancy
- repetitions
- items/points missed altogether

A further covering letter of explanation is attached.
Thank you kindly for your help!

Regards

GH/ck

G.A. Hickman

General Delivery
Twillingate
Newfoundland
AOG 4M0

August 15, 1987

Dear Administrator:

In partial fulfillment of the requirements for the degree Master of Education in Educational Administration at Memorial University of Newfoundland, I am completing a thesis entitled "Factors Influencing the Career Aspirations of Female Educational Administrators in Newfoundland and Labrador". To gather data for the study, it was necessary to develop a questionnaire referred to as "Female Administrator's Questionnaire", a copy of which is enclosed.

You can help me validate the questionnaire by scrutinizing it for clarity, readability, and format, and recommending any deletions, additions, and modifications which you feel are necessary. Please return the questionnaire with your comments and suggestions to me at the above address.

Thank you for your time and input.

Sincerely,

Myrtis V. Guy

P.O. Box 503
Twillingate
Newfoundland
A0G 4M0

January 30, 1987

Dear Administrator:

Some time ago, I sent you a copy of a questionnaire entitled "Female Administrator's Questionnaire" as part of a pilot study in attempting to validate the questionnaire before beginning the actual study for my thesis entitled "Factors Influencing the Career Aspirations of Female Educational Administrators in Newfoundland and Labrador". As of this date I have not received a response from you.

I am enclosing another copy of the questionnaire hoping that you will find time to complete it and note any ambiguities, redundancies, repetitions, and omissions.

Thank you for your help.

Sincerely,

Myrtis V. Guy

List of Participants in Pilot Study

BERARD, A. Lorraine
Co-ordinator
Dartmouth District School Board
35B Major Street
Dartmouth, N.S.
B2X 1A7

CHESTERMAN, Mrs. Sylvia
Director of Instructional Services, English Sector
Montreal Catholic School Commission
3737 Sherbrooke St. East, 3rd Floor West
Montreal, P.Q.
H1X 3B3

CLEAL, Thomosina Mary
Assistant Superintendent - Special Services
R.C. School Board for St. John's
Bonaventure Avenue
St. John's, Newfoundland
A1C 3Z4

DEWEY, Carol
First Vice-President
Federation of Women Teachers' Association of Ontario
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Toronto, Ontario
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HARDING, Sister Helen
Principal
Roman Catholic School Board
Holy Heart of Mary Regional High
Bonaventure Avenue
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HARNETT, Janice Sheila
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City of York Board of Education
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LANDRY, Mrs. Eva
Inspector of Schools
Nova Scotia Department of Education
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MELLANSON, Louise
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Child Care and Management Branch
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Director, Curriculum Branch
Ministry of Education
Ontario Government
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Toronto, Ontario
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Program Coordinator, Inner City Team
Manitoba Education
Inner City Initiative
124 King Street
Winnipeg, Manitoba
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SCAMMELL, Helen Leila
Coordinator, Junior High Education
Halifax District School Board
1649 Brunswick Street
Halifax, Nova Scotia
B3J 2R1

TURPIN-DOWNEY, Edna
Director of Special Services
Department of Education
Government of Newfoundland
Confederation Building
Box 4750
St. John's, Newfoundland
A1C 5T7

Box 503
Twillingate
Newfoundland
AOG 4MO

March 15, 1987

Hon. Loyola Hearn
Minister of Education
Confederation Building
St. John's, Newfoundland

This letter is to inform you of an impending study I am undertaking as partial fulfillment of the requirements for an M.Ed. degree in Educational Administration at Memorial University of Newfoundland.

The major purposes of my thesis entitled "Factors Influencing the Career Aspirations of Female Administrators in Newfoundland and Labrador" are to ascertain the status of female educators in the province, determine the career aspirations of female administrators and the factors influencing their career aspirations.

If you have any concerns or questions regarding this study please contact me.

Sincerely,

Myrtis Guy
Graduate Student

MG/DLT/mk

Dr. D.L. Treslan
Thesis Advisor

Box 503
Twillingate
Newfoundland
AOG 4M0.

March 17, 1987

Dear Superintendent:

This letter is to inform you of a study I am undertaking as a graduate student in Educational Administration at Memorial University of Newfoundland. As partial fulfillment of the requirements for an M.Ed. degree I am completing a thesis entitled "Factors Influencing the Career Aspirations of Female Administrators in Newfoundland and Labrador." The purpose of the thesis is to ascertain the status of female educators in the province, determine the career aspirations of female administrators and the factors influencing their career aspirations.

If you have any concern or questions regarding this study please contact me.

Sincerely,

MG/mk

Myrtis Guy
Graduate Student



MEMORIAL UNIVERSITY OF NEWFOUNDLAND

St. John's, Newfoundland, Canada A1B 3X8

Department of Educational Administration

Telex 016-4101

Tel. (709) 332-7641 x

April 2, 1987

Dear Superintendent:

Subsequent to my letter dated March 17, 1987, in which I advised you of my forthcoming study entitled "Factors Influencing the Career Aspirations of Female Educational Administrators in Newfoundland and Labrador", I am hereby requesting your permission to send a questionnaire to each of the female administrators in your employ for this school year 1986-87.

I would appreciate hearing from you at your earliest convenience either in writing or by telephone to 884-5931 or 884-5302.

Thanking you in advance.

Sincerely,

Myrtis V. Guy
(Researcher)✓ Dr. D.L. Treslan
(Thesis Advisor)

P.O. Box 503
Twillingate
Newfoundland
AOG-4MO

March 28, 1987

Dear Mr. Superintendent:

Attached is a copy of the "Female Administrator's Questionnaire" which I inadvertently omitted when I requested your permission to send a copy of the questionnaire to each of your female administrators in my letter dated March 28, 1987.

Thanking you in advance for your cooperation.

Sincerely,

Myrtis V. Guy

Box 503
Twillingate
Newfoundland
A0G 4M0

March 18, 1987

Dear Fellow Administrator:

For my M.Ed. program in Educational Administration at M.U.N., I am completing a thesis entitled "Factors Influencing the Career Aspirations of Female Educational Administrators in Newfoundland and Labrador". In order to make this study successful, I need your co-operation and assistance.

The overall purpose of the study is to ascertain the present status of female educational administrators in this province, examine their career aspirations and determine factors influencing these aspirations. To accomplish that end I have developed a questionnaire entitled "Female Administrator's Questionnaire", a copy of which is enclosed.

I would be very grateful if you would complete the enclosed questionnaire and forward it to me at your earliest convenience. All information will be kept strictly confidential so please do not identify yourself,

If you are interested in the results of the findings, please indicate same.

Thanking you in advance.

Yours truly,

Myrtis V. Guy

Box 503
Twillingate
Newfoundland
AOG 4M0

May 11, 1987

Dear Fellow Administrator:

Some time ago I sent you a copy of a questionnaire entitled "Female Administrator's Questionnaire". To this date I have not received a response from you. I would greatly appreciate your taking a few minutes to fill out the questionnaire. If you have already done so please disregard this reminder and accept my thanks for your cooperation.

Sincerely,

MVG/mk

Myrtis V. Guy



